



REPORT ON THE SHORTAGE OF TEACHERS IN ONTARIO'S FRENCH-LANGUAGE EDUCATION SYSTEM

**SUBMITTED BY
THE WORKING GROUP**

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THE WORKING GROUP ON THE SHORTAGE OF TEACHERS IN THE FRENCH-LANGUAGE EDUCATION SYSTEM IN ONTARIO INCLUDES THE FOLLOWING MEMBERS:

ASSOCIATION DES ENSEIGNANTES
ET DES ENSEIGNANTS
FRANCO-ONTARIENS (AEFO),
[FRANCO-ONTARIAN TEACHERS'
ASSOCIATION]

Claudine Laporte,
Executive Officer - Professional Relations

Rémi Sabourin,
Executive Officer - Professional Relations

ASSOCIATION DES CONSEILS
SCOLAIRES DES ÉCOLES PUBLIQUES
DE L'ONTARIO (ACÉPO)
[ONTARIO FRENCH-LANGUAGE PUBLIC
SCHOOL BOARDS' ASSOCIATION]

Isabelle Girard, Executive Director, Association des
conseils scolaires des écoles publiques de l'Ontario

Marc Gauthier, Director of Education, Conseil scolaire
publique du Grand Nord de l'Ontario

 | Association des enseignantes et
des enseignants franco-ontariens

ASSOCIATION FRANCO-ONTARIENNE
DES CONSEILS SCOLAIRES
CATHOLIQUES (AFOCSC)
[FRANCO-ONTARIAN CATHOLIC
SCHOOL BOARDS' ASSOCIATION]

Sylvie Petroski, Director of Education, Conseil scolaire
catholique de district des Grandes-Rivières

Vincent Nguyen Van Mai, Chief Administrative Officer
(Human Resources and Payroll Services and Computer
Resources Services), Conseil scolaire catholique
MonAvenir

ONTARIO MINISTRY OF EDUCATION

Luc Davet, Director, French-Language Education
Policies and Programs Branch

Doreen Lamarche, Executive Director, Education
Finance Office

FACILITATOR

Ginette Plourde, Educational Consultant

SECRETARIAT
Karin Lang, Bilingual Education Officer,
Ministry of Education

Francine Bouchard, Bilingual Education
Officer, Ministry of Education

Mario Gagnon, Coordonnateur principal
Senior Research Coordinator, Ministry of
Education



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EXECUTIVE SUMMARY

The French-language system is in a critical situation and Ontario must act! The shortage of teachers in the French-language education system has been ongoing since 2016 and an immediate intervention is needed. There are more than 500 people teaching without qualifications under a letter of permission. If no action is taken, this situation will only get worse, estimated to reach the exorbitant number of 2,500 people working under a letter of permission in 2024-25.

Faculties of education certify an average of roughly 500 new teachers each year. Unfortunately, this is not enough. An additional 520 teachers will be needed annually over five years to reach a balance between supply and demand for certified teaching personnel. The system is currently unable to meet the demand for certified teachers to fill vacant positions in French-language catholic and public school boards, and to ensure a sufficient pool of supply teachers. The 520 additional new teaching staff required can originate from several sources, in particular an additional number of candidates qualified by the faculties of education, as well as certified teachers from abroad, from other provincial jurisdictions under labour mobility agreements, and certified persons re-entering the profession.

This document is the Working Group's report on the shortage of teachers in Ontario's French-language education system. It contains 37 recommendations proposing potential solutions to address and eventually overcome this shortage. It is being submitted to the Minister of Education, the Honourable Stephen Lecce.

The Working Group consists of teacher representatives from the *Association des enseignantes et des enseignants franco-ontariens* (AEFO), French-language school board representation from the *Association franco-ontarienne des conseils scolaires catholiques* (AFOCSC) and the *Association des conseils scolaires des écoles publiques de l'Ontario* (ACÉPO), and members of Ontario's Ministry of Education.

A negotiated Memorandum of Understanding (MOU) defines the mandate of the Working Group, which is to advise the Minister of Education on three focus areas. For each focus area, the Working Group has developed recommendations on how to overcome the current challenges, estimated associated costs, established a timeline, and identified strategies for collaboration between key partners for the implementation of the proposed solutions. Taken as a whole, these effectively form a provincial action plan.

Many factors contribute to the current shortage of teachers in French-language schools. These are outlined in the **Background** section. The rise in demand for teachers in the French-language education system, is due to a steady annual growth in total provincial student enrolment combined with the decline in the number of graduates from the two faculties of education that offer a teacher training program in French, along with other factors, leading to an imbalance between supply and demand for certified teaching personnel.

The Working Group, in cooperation with the Education Statistics & Analysis Branch of the Ministry of Education, has developed a detailed projection model that reflects the French-language school boards' demand for teaching personnel in juxtaposition with the supply of teachers qualified by faculties of education in Ontario and elsewhere.

The number of students enrolled in Ontario's French-language schools is on the rise and Ontario must find a way to provide for a total of **1,050** certified teachers each year for at least the next five years to meet elementary and secondary schools' needs for teaching personnel. Of this number, after allowing for the current yearly qualification of approximately 500 individuals by the faculties of education, the projection model of the Working Group has determined that an additional 520 certified teachers are needed to fulfill the demand in French-language boards.

This expected outcome of 520 additional teachers could be achieved through the implementation of various strategies:

- increasing the number of qualified candidates by the faculties of education
- providing additional funding to enhance teacher retention strategies already in place in school boards
- funding proactive recruitment of French-language teaching personnel certified by other countries or other Canadian jurisdictions

The report expands on these strategies and presents useful clarification details to facilitate implementation of the recommendations by key partners. Their collaboration and concerted efforts are essential to achieve the provincial outcome and thus eradicate the teacher shortage in the next five years.

The **37** recommendations are divided among three focus areas of the MOU with **11** topics and two additional sections addressing assessment and funding:

- **Focus Area 1: Teacher training programs and labour market needs:**
24 recommendations related to **9** topics
- **Focus Area 2: Encouraging professional integration and retention of new teaching personnel:** **4** recommendations related to one topic
- **Focus Area 3: Promoting the teaching profession and raising awareness of employment opportunities in French-language education:** **2** recommendations related to one topic
- **Assessment:** **2** recommendations
- **Funding for the selected recommendations:**
5 recommendations

RECOMMENDATIONS FOR FOCUS AREA 1 TEACHER TRAINING PROGRAMS AND LABOUR MARKET NEEDS

The teacher shortage issue is a complex and simultaneous action will be required on multiple fronts. All recommendations will need to be addressed to have a positive, long-lasting impact.

The recommendations in blue are the ones that the Working Group considers to be priorities.

The recommendations in green are ancillary to the priority recommendations and should be implemented concurrently.

The recommendations in pink pertain to the longer term and will require changes to regulations and an overhaul and modernization of teacher training programs in Ontario.

1 - MARKET NEEDS

The Working Group recommends:

- 1.1 that Ontario fund the necessary measures to provide for 520 additional certified teachers annually, in part by funding a gradually increasing number of student seats in faculties of education offering teacher training programs in French over the course of the next five years (2021-22 to 2025-26).**

2 - MULTI-SESSION INNOVATIVE PROGRAMS

The Working Group recommends:

- 2.1 that the Government of Ontario provide targeted funding to faculties of education offering a teacher training program in French to develop multi-session programs** in the three divisions: primary/junior, junior/intermediate, and intermediate/senior, and offer those programs on-line in all regions of the province, while considering the realities of the Franco-Ontarian education context.**

** A multi-session program is a part-time program that allows a student to receive a transitional certificate and be hired as a teacher by a school board after completing a minimum 12 post-secondary credits and 10-day practicum. This program can be staggered over a six-year period.

3 - TEACHER TRAINING PROGRAM FOR INTERMEDIATE/SENIOR DIVISIONS

The Working Group recommends:

- 3.1 that the government provide targeted funding to ensure faculties of Education offer courses in all areas of study in the intermediate and senior divisions and that the courses related to the various areas of study with low student enrolment be offered at least every two years;**
- 3.2 that Regulation 347/02 – *Accreditation of Teacher Education Programs* be amended to allow faculties of education offering programs in French to combine areas of study into one class offering to ensure sufficient enrolment for its viability, thereby accommodating students enrolled in courses with insufficient enrolment;**
- 3.3 that school boards, in cooperation with faculties of education and other providers, build networks in the province to implement new delivery models to offer AQs and ABQs courses.**

4 - TRAINING PROGRAM FOR TECHNOLOGICAL EDUCATION IN FRENCH

The Working Group recommends:

- 4.1 that the Government of Ontario fund the development of a multi-session training program in technological education in French in 2021 and that it be offered each year starting in 2022;**
- 4.2 that the Government of Ontario fund the provision of courses in technological education with low student enrolment;**
- 4.3 that the OCT recognize the accumulated teaching experience in technological education acquired under letter of permission and allocate credits in this regard or eliminate the requirement of practicums to accelerate the certification of these teachers.**

5 - SCHOOL PRACTICUMS

The Working Group recommends:

- 5.1 that the government consider the need to provide incentives such as, for example, compensation for travel and accommodation expenses, to individuals who must or agree to complete their practicum in remote areas;
- 5.2 that the government fund the development and delivery of a French-language training and support program for associate teaching staff who supervise trainees and that the associate teacher's qualification be entered on the Certificate of Qualification and Registration of the teacher who has successfully completed the requirements of this course;
- 5.3 that the Ministry of Education fund:
 - > the development of a portal to facilitate the organization and administration of practicums, and that this portal be integrated into the data management system being developed by the CLÉ;
 - > the implementation of flexible practicum models adapted to the French-language system; and
 - > the establishment of an improved support, supervision and mentoring system.

6 - PROACTIVE RECRUITMENT FOR TEACHER TRAINING PROGRAMS

The Working Group recommends:

6.1 that specific and targeted financial assistance be offered:

- a) to students who register for training, through a combination of a scholarship and student loan program; repayment of the loan would not be required for those who enter the French-language education system and successfully complete the New Teacher Induction Program (NTIP);
- b) to school boards, to defray ABQ costs for teachers wishing to qualify for teaching at the intermediate/senior level;

6.2 that the faculties of education in cooperation with French-language school boards implement measures to directly recruit senior secondary school students and university undergraduates of other faculties, with the goal of interesting them in a teaching career, making them aware of the advantages of the profession, informing them of the various teacher training program options and their prerequisites, and encouraging them to enroll in the program of their choice;

6.3 that the faculties of education or any competent authority review the admission criteria for teacher training programs to allow for the consideration of criteria other than the final grade of a bachelor's degree;

6.4 that the faculties of education conditionally admit candidates holding a bachelor's degree, particularly those wishing to enroll in the intermediate/senior division, as well as professionals aiming for a second career, who do not have the number of university credits required for their chosen area of study.

7 - LANGUAGE PROFICIENCY TEST AND THE NEW MATH PROFICIENCY TEST

The Working Group recommends:

- 7.1 that the requirement of the language skills test for admission to the French-language teacher training program of the two faculties be eliminated for all persons who have successfully completed their secondary school studies and most of their university courses in French;**
- 7.2 that the language proficiency test be administered for all solely for the purpose of identifying those who need a refresher course to enhance their language skills and to assess their current level of performance at the end of this course;**
- 7.3 that any refresher course offered by the university be culturally adapted to the minority French-language context in Ontario;**
- 7.4 that the government eliminate the requirement of the Mathematics Proficiency Test (MPT) or that it exempts Francophone graduates from faculties of education that offer a program in French. ****

**** NOTE:** The members of the Working Group representing the Ministry of Education are not in a position to support this element.

8 - INTERNATIONAL CERTIFICATIONS

The Working Group recommends:

- 8.1 that a pilot project be developed to create pathways with France to facilitate the establishment of a bilateral agreement between the OCT, the French-language education faculties of Ontario as well as the 12 French-language school boards and the competent authorities of France to recognize the experience of individuals trained to teach in their country of origin and rapidly certify teachers from France, making them eligible to teach in Ontario's French-language schools;
- 8.2 that this exercise of aligning the qualifications of teachers begin with the French Embassy and continue with other Francophone countries; that the number of people to be certified each year be subject to the provisions of each bilateral agreement between the competent authorities of Ontario and those of each Francophone country.

9 - TEACHER TRAINING PROGRAM SPECIFIC TO FRENCH-LANGUAGE EDUCATION: LONG-TERM PERSPECTIVE

The Working Group recommends:

- 9.1 that the government fund the establishment of a committee responsible for developing a teacher training model that would meet the long-term needs of Ontario's Francophone community;**
- 9.2 that this committee explore the development of teacher training models such as:**

> a four-year concurrent and integrated Bachelor of Education (B.Ed.), which would include two years (four semesters) of courses with a concentration in an area of study of the B.Ed. level, and two years (four semesters) of teacher training with practicums.**

** Integrated concurrent B.Ed. is a teacher training program that integrates, on the one hand, the requirements of the Bachelor of Arts (B.A) and, on the other hand, those of the teacher training program for a specific division. Transversal and transdisciplinary learning as well as learning specific to the teaching area of study take place in a parallel and integrated manner.

> a five-year concurrent and integrated specialized B. Ed., which would include three years (six semesters) of courses with specialization in an area of study and a second teachable at the B. Ed. level, and two years (four semesters) of teacher training with practicums.

- 9.3 that this committee be composed of representatives of the Ontario College of Teachers (OCT), Ontario Ministry of Education (EDU), Ontario Ministry of Colleges and Universities (MCU), Association des enseignantes et des enseignants franco-ontariens [Association of Franco-Ontarian Teachers] (AEFO), Association des conseils scolaires des écoles publiques de l'Ontario [Association of Ontario French-Language Public School Boards] (ACÉPO), Association franco-ontarienne des conseils scolaires catholiques [Franco-Ontarian Catholic School Boards' Association] (AFOCSC) and other provincial education associations.**

RECOMMENDATIONS FOR FOCUS AREA 2

ENCOURAGING PROFESSIONAL INTEGRATION AND RETENTION OF NEW TEACHING PERSONNEL

1 - NEW TEACHING STAFF WITH RECENT IMMIGRANT BACKGROUNDS

The Working Group recommends:

- 1.1** that additional funding be provided for hiring a specialist in interculturality and inclusiveness in each French-language school board to provide leadership to integrate new teaching staff with recent immigrant backgrounds;
- 1.2** that, as part of the New Teacher Induction Program (NTIP), elements of the guide supporting the program be enhanced to include coaching, mentoring, and tailor-made training for new teaching staff with recent immigrant backgrounds;
- 1.3** that the Ministry of Education be responsible for the following::
 - > creating resources, modules, and webinars in support of the NTIP;
 - > establishing support networks for new teaching staff in small schools that are the only ones at their teaching level and that do not have access to qualified mentors;
 - > establishing a program for the qualification and recruitment of professional mentors in sufficient numbers to adequately support practicum supervision, based on the number of new certified teachers annually.
- 1.4** that a data collection process be put in place to understand why teachers leave the profession early or prematurely; and that this process include a standardized exit interview template, developed and administered by a third party, to inform educational stakeholders and facilitate their respective decision-making processes.

RECOMMENDATIONS FOR FOCUS AREA 3

PROMOTING THE TEACHING PROFESSION AND RAISING AWARENESS OF EMPLOYMENT OPPORTUNITIES IN FRENCH-LANGUAGE EDUCATION

- 1.1** that the Government of Ontario increase its financial contribution to amplify activities to enhance the profession and promote teaching careers among young people, parents, and government authorities in Canada and abroad, as part of the Centre franco's provincial campaign, endorsed by the 12 French-language school boards;
- 1.2** that promotion and marketing activities be coordinated between the Centre franco and the Canadian Teachers' Federation (CTF) to avoid duplication and recruit the highest possible number of candidates for teacher training and ensure the retention of new teaching staff.

V - EVALUATION

The Working Group recommends:

- 1.1** that a summative evaluation of the implementation of all of the recommendations be carried out annually and at the end of five years, to report on the progress made in reducing the shortage of teachers in the Ontario French-language education system;
- 1.2** that a provincial implementation committee be established to oversee the evaluation process and report on progress.

VI - FUNDING REQUIRED

The Working Group recommends:

- 1.1 that the Government of Ontario, through the Ministry of Colleges and Universities, sign a parallel agreement to the Strategic Mandate Agreements (SMA3) for 2021-25, with the Faculty of Education of the University of Ottawa, Laurentian University's French-language *École des sciences de l'éducation* and the *Université de l'Ontario français*, providing with protected and targeted funding to cover the additional costs incurred to offer minority French-language teacher training programs;
- 1.2 that, under that parallel agreement, Ontario fund on a yearly basis additional student seats in the faculties of education to achieve by 2024-25 the qualification of an additional 520 teachers, by funding an adequate number of student seats in all French-language teacher training programs each year, primarily in multi-sessions programs, until a balance has been achieved in the French-language education system between the demand for qualified teachers and the supply of a workforce with certification from the faculties of education and membership with the OCT;
- 1.3 that the Government of Ontario through the Ministry of Education, create a budget envelope dedicated exclusively to elementary and secondary education for the 12 French-language school boards to facilitate the implementation of the Working Group's recommendations;
- 1.4 that an implementation plan be developed jointly by the faculties of education and the 12 French-language school boards to establish yearly protected enrolment targets (student seats) dedicated exclusively to the French-language teacher training programs, to achieve the expected number of new graduates required each year over the course of the next five-year period;
- 1.5 that the Government of Ontario, through the Ministry of Education and the Ministry of Colleges and Universities, ensure the permanence of the most impactful projects in addressing the shortage of teaching staff in the French-language education system; these projects are currently funded by the Department of Canadian Heritage until 2021-22 as part of its Teacher Recruitment and Retention Strategy in Minority French-Language Schools.

CONCLUSION

French-language catholic and public school boards are facing a critical shortage of certified teachers. It is time to act. The immediate and orderly implementation of the 37 recommendations of this report by Ontario will ensure a quality education for its young Francophones while fulfilling its constitutional obligations.

The proposed action plan aims to eliminate the shortage within a reasonable time frame and re-establish the equity that must be fostered between the French and English language education systems to achieve academic success for all students.

The Working Group proposes a blitz action consisting of three phases:

For **Phase 1**, starting in 2021, the Working Group proposes to focus and fund a set of 13 priority recommendations that will have an immediate positive impact on the shortage of teaching staff in the French-language education system. The implementation of the recommendations written in blue in this document is crucial to help the 12 French-language school boards in the recruitment and retention of new teaching staff.

It is important to:

- have access to 520 additional French-speaking certified teachers every year by implementing various initiatives such as the funding of additional student seats in the faculties of education and the approval of a pool of teachers certified abroad by first establishing an articulation agreement between France and Ontario;
- develop multi-sessions programs, more specifically for the intermediate and senior divisions and Technological Education;
- fund faculties of Education so they can provide courses in subject areas of study with low student enrolment;
- offer remoteness bonuses to teacher candidates so that they can explore practice teaching in communities other than urban centres;
- offer financial assistance to students training for the intermediate/senior divisions;
- fund hiring specialists in interculturality and inclusiveness;
- enhance the provincial campaign to recruit teachers by widely promoting the profession and encouraging student interest for the profession.

Phase 2 consists of recommendations written in **green**. They are ancillary to priority recommendations and should be treated as such and implemented in parallel to Phase 1.

Phase 3 has recommendations written in **pink**. It spans several years and requires arduous research and conceptualization of innovative teacher training programs specific to French-language education in Ontario.

The total cost of all recommendations for the post-secondary and elementary/secondary sectors is estimated at **12.897 M** for 2021-2022, **17.4245 M** for 2022-2023, **18.9965 M** for 2023-2024, **20.932 M** for each of 2024-2025 and 2025-2026.

ANNUAL FUNDING OF THE 2 FINANCIAL ENVELOPES

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Financial envelope for post-secondary	9.7425 M	13.57 M	14.892 M	16.6175 M	17.0475 M
Financial envelope for elementary and secondary	3.1545 M	3.8545 M	4.1045 M	4.3145 M	4.3145 M
TOTAL	12.897 M	17.4245 M	18.9965 M	20.932 M	21.362 M

A plan to implement the 37 recommendations must be developed with key education partners, in particular with French-language education faculties, the 12 French-language school boards, Ontario College of Teachers (OCT), Ontario Ministry of Education (EDU), Ontario Ministry of Colleges and Universities (MCU), Association des enseignantes et des enseignants franco-ontariens [Association of Franco-Ontarian Teachers] (AEFO), Association des conseils scolaires des écoles publiques de l'Ontario [Association of Ontario French-Language Public School Boards] (ACÉPO), Association franco-ontarienne des conseils scolaires catholiques [Franco-Ontarian Catholic School Boards'Association] (AFOCSC) and other provincial education associations.

Mobilization of these key education partners is essential to create partnerships and networks to offer teacher training programs and develop supporting resources. The Working Group focused on avoiding duplication with the projects dealing with the shortage of teaching staff in French-language schools funded by Canadian Heritage. Instead, it linked its recommendations with these projects to maximize their impact on French-language schools.

The Working Group formulated a vision for the future, supported by concrete actions to counter the shortage of teaching staff in the Ontario French-language education system. The teaching profession is a determining career for the future of our society, and more specifically for the development and growth of the Francophone community of Ontario, in accordance with Article 23 of the 1982 Canadian Charter of Rights and Freedoms.

I - INTRODUCTION

This document is the report of the Working Group on Teacher Shortage in the French-Language School System. This report, submitted to the Minister of Education, the Honourable Stephen Lecce, recommends potential solutions to address this shortage.

The French-language education system is currently facing a critical situation and the province of Ontario must act immediately. The system is unable to respond to the need for qualified teachers to fill the vacant positions in French-language school boards and to ensure a sufficient pool of qualified supply teachers.

On April 30, 2020, a central collective agreement was reached between the Association des enseignantes et des enseignants franco-ontariens [Association of Franco-Ontarian Teachers] (AEFO) and the Council of Trustees' Associations (CTA), made up of the Association des conseils scolaires des écoles publiques de l'Ontario [Association of Ontario French-Language Public School Boards] (ACÉPO) and the Association franco-ontarienne des conseils scolaires catholiques [Franco-Ontarian Catholic School Board Association] (AFOCSC). That agreement was ratified by the Government of Ontario.

A Memorandum of Understanding was included in that agreement, setting up and describing the mandate of the Working Group, which must advise the Minister of Education on three focus areas of intervention:

- > **Focus Area 1** – Teacher Training Programs and Labour Market Needs
- > **Focus Area 2** – Encouraging Professional Integration and Retention of New Teaching Personnel
- > **Focus Area 3** – Promoting the Teaching Profession and Raising Awareness of Employment Opportunities in French-Language Education

As specified in the Memorandum of Understanding (MOU), the Working Group is made up of two representatives from, respectively, the Association des enseignantes et des enseignants franco-ontariens (AEFO), the Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO), the Association franco-ontarienne des conseils scolaires catholiques (AFOCSC) and the Ministry of Education (EDU).

The report of the Working Group is part of the government's plan entitled "Preparing Students for the Future," which has been developed to strengthen Ontario's publicly funded education system. This plan aims at ensuring that students will be better prepared, and will acquire the skills, knowledge and confidence necessary to be successful in life, regardless of the path they choose to follow.

The *Politique d'aménagement linguistique pour l'éducation en langue française de l'Ontario* [Ontario's French-language policy framework for French-language education] (2004) and the *Politique d'aménagement linguistique de l'Ontario pour l'éducation postsecondaire et la formation en langue française* [Ontario's French-language policy framework for postsecondary education and training in French] (2011) provide the backdrop for the development of this report. These two policies are recognized by all stakeholders involved in Ontario education, and are both commonly referred to by their shared acronym, the "PAL."

This report has been developed to inform the Minister of Education on a variety of strategies that can be implemented provincially to meet the current and future needs for qualified French-speaking teachers and ensure their retention within the school system. The overarching goal is to enhance student performance, thereby ensuring school success. It is therefore necessary to set up rigorous pre-service training programs and to provide teachers with ongoing, high-quality training throughout their years of employment.

This report aims at establishing a favorable context to foster an ongoing dialogue between the Ministry of Education, Ontario's Francophone community, educational institutions, including postsecondary institutions, and the federal government, to identify priorities and relevant actions to address the existing shortage of French-speaking teachers. The complex nature of the challenges related to teacher shortage, which involve multiple factors, requires a concerted approach by the various partners and key players in education.

Catholic and public French-language school boards are dealing with numerous challenges with respect to the recruitment and retention of qualified teachers in accordance with the requirements of the *Education Act* and its accompanying regulations.

This report sets out specific recommendations for the recruitment and retention of teachers in Ontario's French-language schools. It includes five main components:

- > 1. the context that gave rise to the current shortage of French-speaking teachers
- > 2. the expected provincial outcome to be achieved over the next five years
- > 3. three focus areas of intervention, each providing potential solutions
- > 4. the procedure for yearly assessment of the implemented recommendations over the next five years
- > 5. the estimated funding required to implement the recommendations

The first objective of this report is to establish an expected provincial outcome. The Working Group identified a target to be achieved, namely: the optimum total number of additional qualified teachers needed each year, over a five-year period, to fully address the teacher shortage issue. This target number outcome is broken down by learning division and by region.

The second objective of this report is to develop recommendations for each of the three focus areas to address the existing challenges, provide cost estimates and timelines, and identify cooperation strategies between key partners for implementing recommended solutions. Individually, each recommendation is only one potential measure, among many others, to address one aspect of teacher shortage. Taken together, the recommendations constitute a coherent and integrated provincial action plan that,

when implemented, will ensure that all French-language school boards can have access to a dependable supply of qualified French-speaking teachers for years to come.

The recommendations of the Working Group reflect consultations that have been held with key partners, including a representative of the Ontario College of Teachers, the Deans of the two university faculties offering French-language teacher education programs, Ottawa and Laurentian, and the Dean of the Université de l'Ontario français (UOF) and his team, School Practicum Placement Coordinators, the Association des directions et directions adjointes des écoles franco-ontariennes [Association of Franco-Ontarian Principals and Vice-Principals] (ADFO), the Centre-franco, the Centre de leadership et d'évaluation [Francophone Centre for Leadership Assessment] (CLÉ)], the Canadian Teachers' Federation (CTF), the Educational Cooperation Attaché from the Embassy of France and officials from the ministries of Education and Colleges and Universities.

As part of the Action Plan for Official Languages, an envelope of \$31.3 million over four years (2019-2023) will make it possible to support the recruitment and retention of teachers in minority French-language schools in Canada. The provinces and territories, as well as organizations and associations at the national and provincial levels have submitted proposals involving projects for improving the process for recruiting and retaining teachers in schools. Projects have been approved for Ontario for the 2020 – 2021 school year. These approved projects are also potential solutions that support each of the three focus areas.

In the current difficult situation caused by the COVID-19 pandemic, the French-language school boards need to redouble their recruitment efforts to fill the teaching positions in their elementary and secondary schools. The data related to the shortage in this report does not take into account this additional pressure on the French-language education system.

This report is the most recent in a series of reports that have been produced by various working groups since 2014 examining these problems, but few specific actions have been taken by the current governments in response to those reports. In 2014, a Discussion Table, made up of various associations and presided over by the Ontario Teachers' Federation (OTF), submitted a report that contained recommendations aimed at mitigating or resolving issues related to initial Teacher Education. In 2016, the Ministry of Education set up a French-Language Working Group to address the recruitment and retention of teachers in the French-language school system; it had the task of developing a series of potential solutions related to four themes: communications, support for teachers with a recent immigrant background, data and research projects, and legislative, political, financial and other mechanisms. In 2019, the University of Ottawa organized a summit and set up a discussion group to continue working on the summit's recommendations.

The teacher shortage issue has been studied widely over the years, and it is now time to act and to develop a specific model for French-language education that responds to its specific needs, and that is not based on the model that has been established for the majority.

The teaching profession is an important career for the future of our society and more specifically for the development and growth of the Francophone community of Ontario, in accordance with Section 23 of the 1982 *Canadian Charter of Rights and Freedoms*.

II - BACKGROUND

Numerous factors have led to the current shortage of teachers in French-language schools. The French-language education system has been expanding in the last 16 years while the number of graduates from faculties of Education offering French-language teacher training programs declined significantly in the last 5 years. Other factors have also contributed to the imbalance between the supply and demand for qualified teachers. This lack of qualified teachers has resulted also in a steady increase in the number of Letters of Permission granted each year to French-language school boards so they can fill their teaching positions with non-qualified individuals.

Most relevant factors contributing to the shortage of teachers are explained in the following pages:

1) INCREASED ENROLLMENT IN FRENCH-LANGUAGE SCHOOLS

Over the past six years, Ontario's French-language schools have had an average annual increase in enrollment of approximately 2,000 students per year. For the whole province, this means a total of 12,327 additional students, a total 12.5% increase in enrollment. In 2018-19, there was a total of **111,024** students in French-language schools (see Figure 1 below). The growth over the years is mainly due to the recruitment of students, even though there was a decrease in the total population in certain regions.

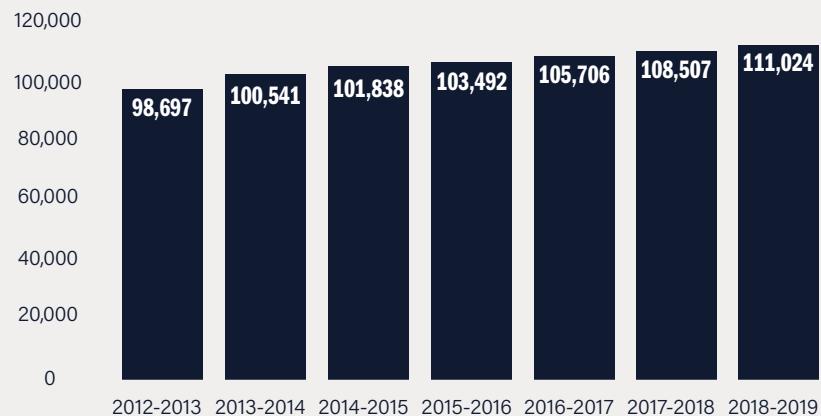
This growth resulted in hiring an additional 1,221 teachers, which is an increase of 15%, for a total of **9,350¹** teachers in French-language schools (see Figure 1 below).

¹ This number reflects all teachers who have a Teacher Number in the Ontario School Information System (OnSIS).

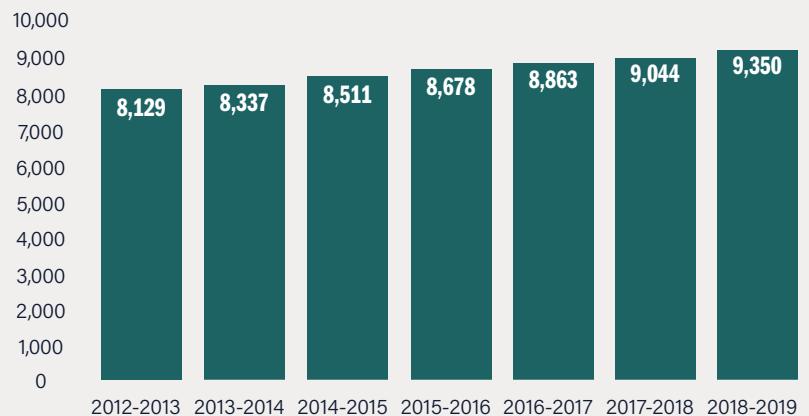
FIGURE 1

THE NUMBER OF STUDENTS AND NUMBER OF TEACHERS IN FRENCH-LANGUAGE SCHOOLS

**NUMBER OF STUDENTS IN
FRENCH-LANGUAGE SCHOOLS**



**NUMBER OF TEACHERS
IN FRENCH-LANGUAGE SCHOOLS**

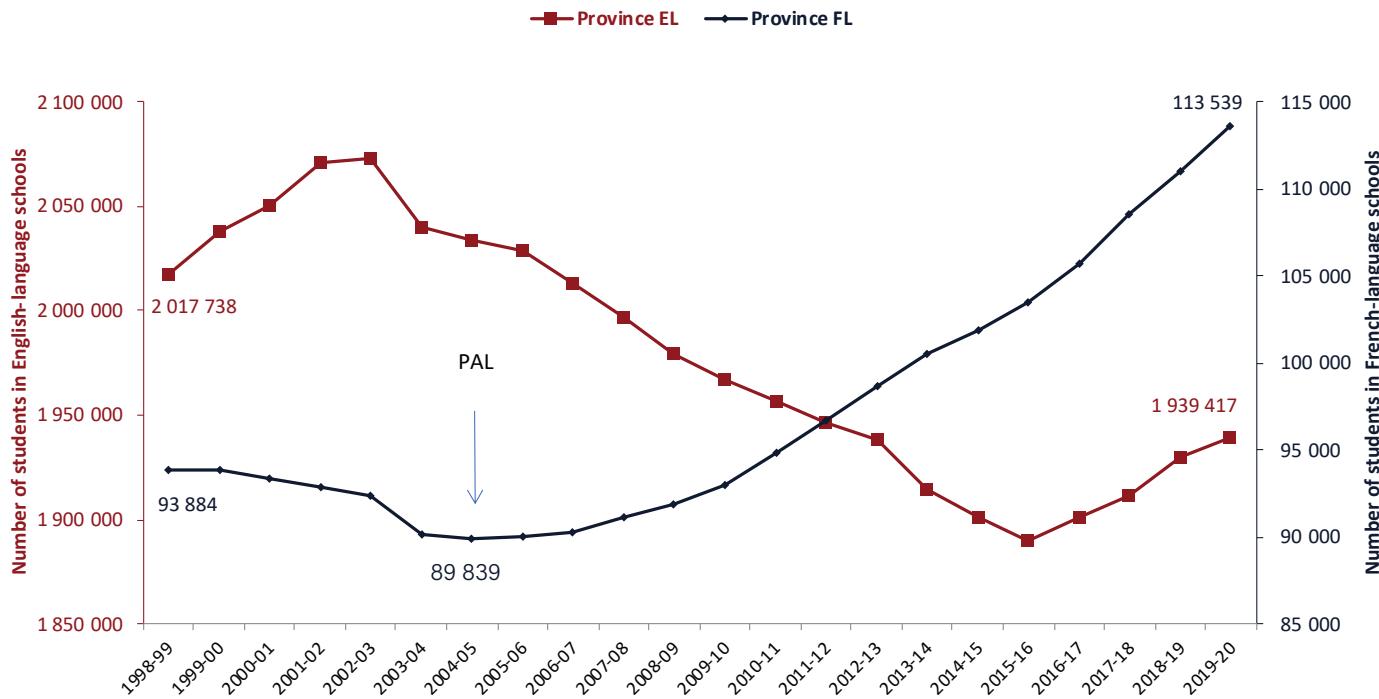


Source: Education Statistics and Analysis Branch

FIGURE 2

COMPARISON OF ENROLMENTS IN THE FRENCH AND ENGLISH-LANGUAGE EDUCATION SYSTEMS, FROM JK TO GRADE 12 (1998-99 TO 2019-20)

French-language school boards have been seeing increased enrolments since 2005-06, following the release and implementation of the Ontario *Politique d'aménagement linguistique pour les écoles de langue française* (PAL) (2004). In the 15 years up until 2019-2020, there was a total increase of 23,700 students, a 26.4% enrollment increase (see Figures 2 and 3).

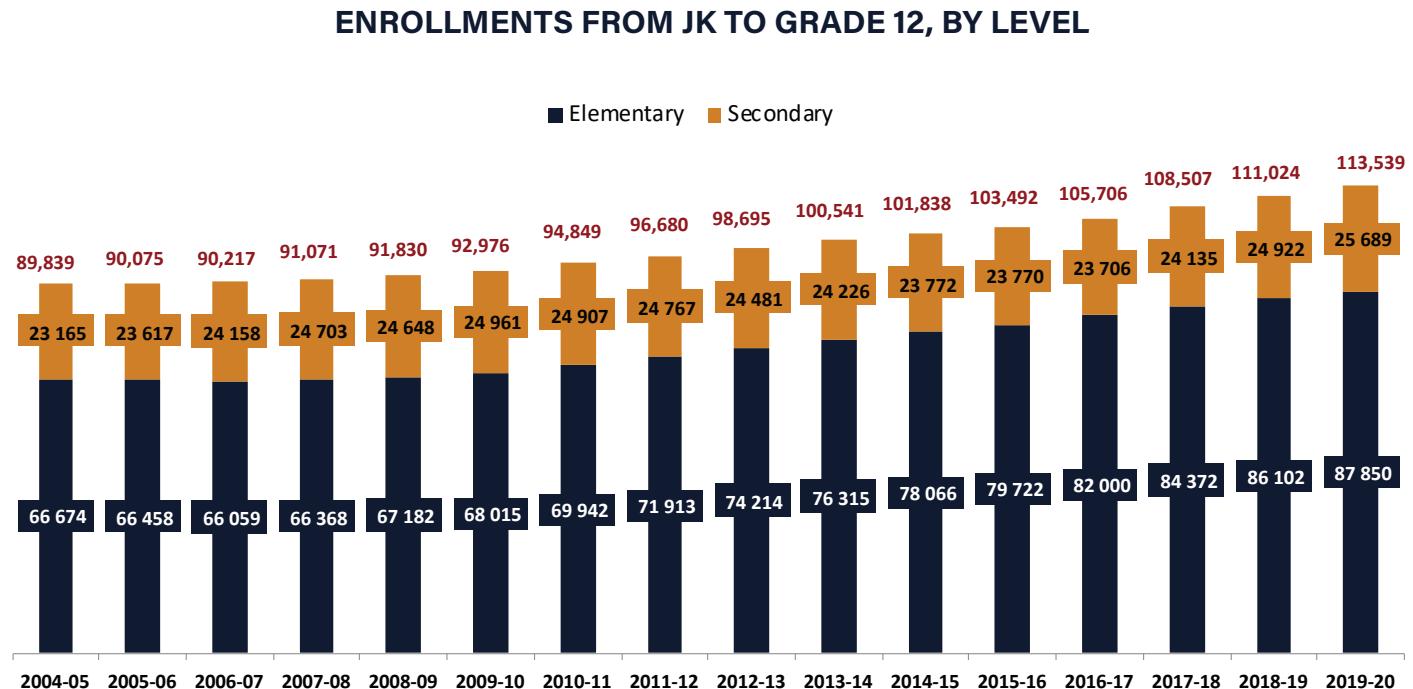


Source: Education Statistics and Analysis Branch

FIGURE 3

ENROLLMENTS IN THE FRENCH-LANGUAGE EDUCATION SYSTEM IN ELEMENTARY AND SECONDARY SCHOOLS

During this same 15 year period, the number of students in French-language elementary schools increased by 21,176, or 31.8 %, and secondary schools had an increase of 1,757 students, or 9.9% (see Figure 3).



Source: Education Statistics and Analysis Branch

FIGURE 4

DISTRIBUTION OF ENROLLMENTS IN FRENCH-LANGUAGE SCHOOLS BY REGION

Southern Ontario has experienced the greatest enrolment increase with approximately 14,485 additional students, which is an increase of 55.9 %.

The Eastern Ontario region has had an increase of 12,742, representing 32.0 %. The Northeastern region went down by 2,640 students, which is a loss of 20.0%, while the Northwestern region lost 867 students, which is 7.9% less over that 15-year period (see Figure 4).

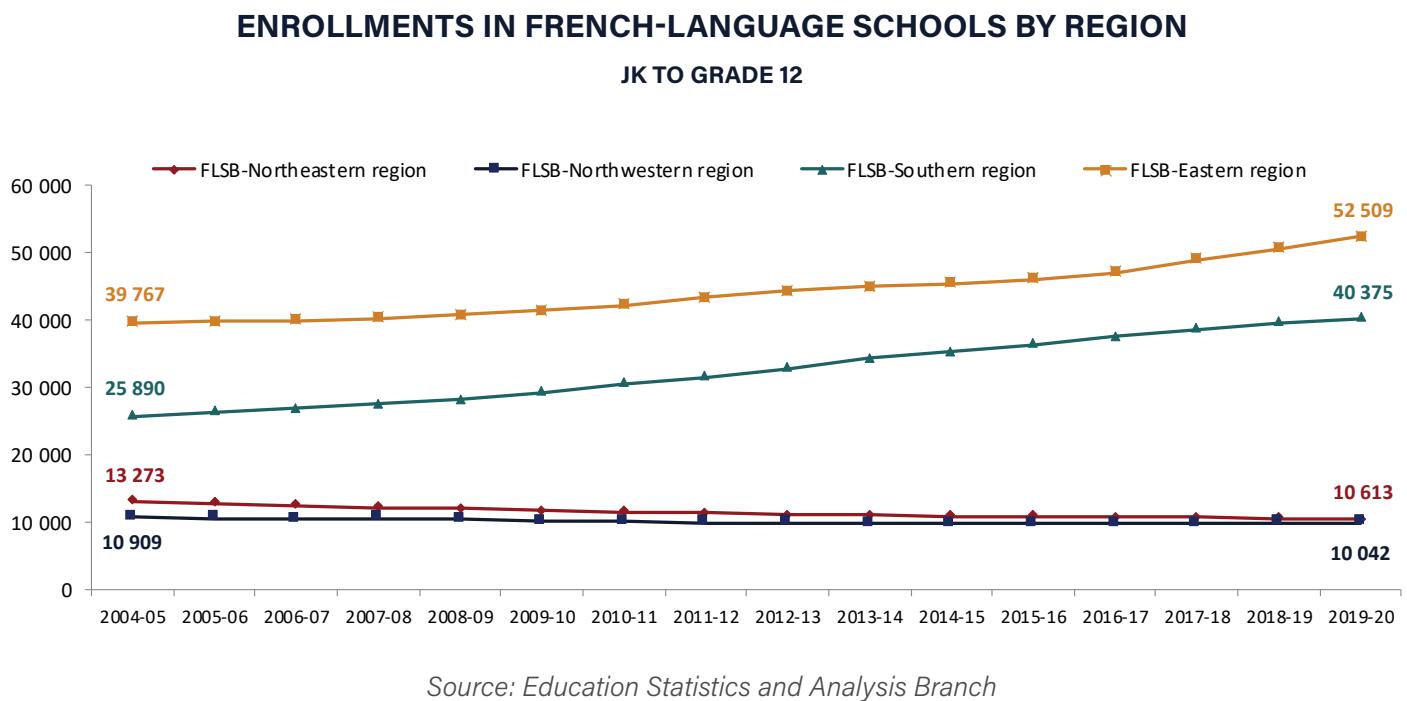


Table 4 above shows the total enrolments in the province's four regions.



2) THE DEMOGRAPHIC CHANGES IN THE FRANCOPHONE COMMUNITY

The Francophone population has increased in Southern and Eastern Ontario. There has been migration from the North to the South because of job losses as well as a low birth rate, while in the Southern and Eastern regions of the province there has been an increase in Francophone immigration and a high birth rate, also the result of immigration.

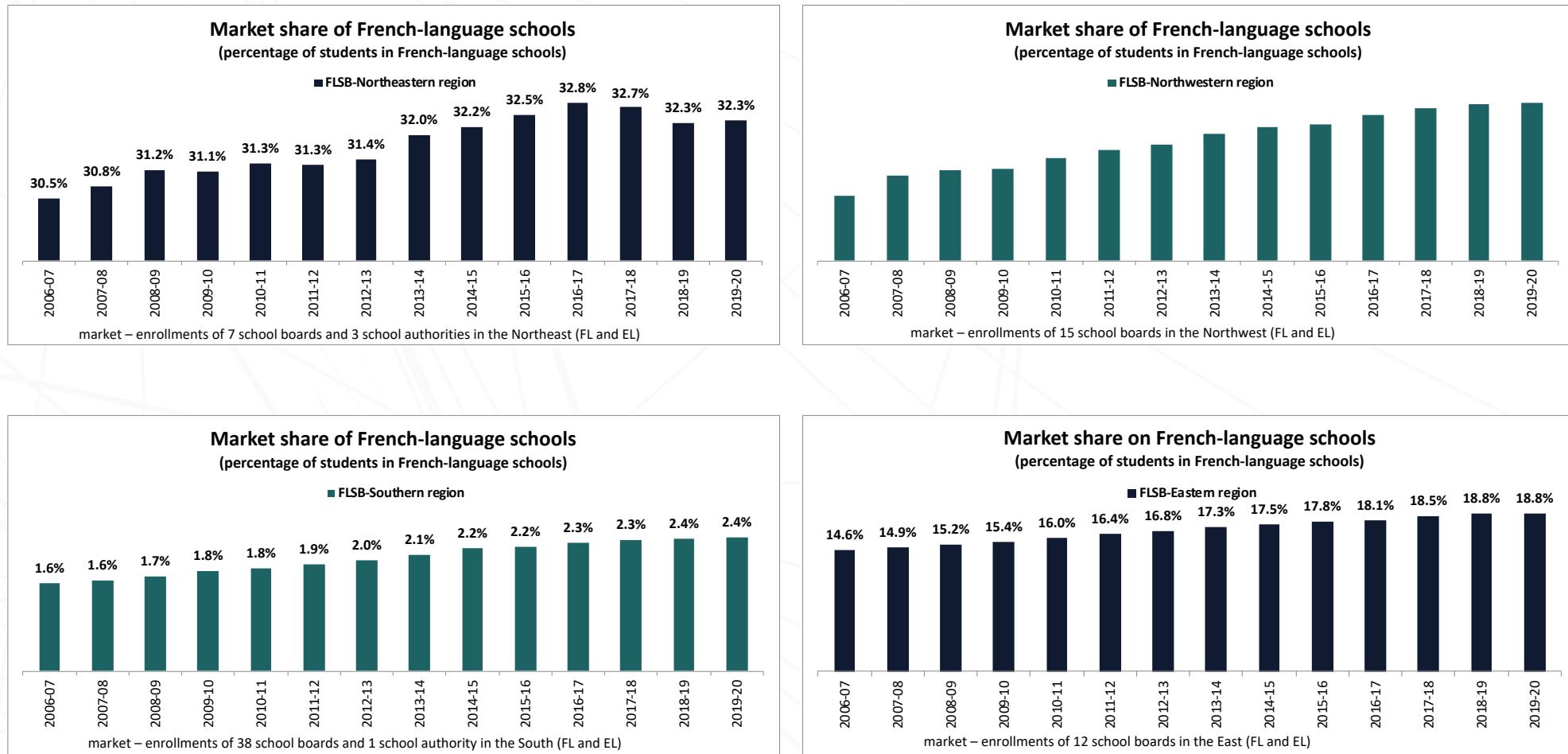
A) THE MARKET SHARE OF SCHOOL ENROLMENTS

It should be noted that, while there was an exodus from the North to the South of the province, the school boards in the Northeastern and Northwestern regions have experienced an increase in the market share of total enrolments in their regions, over a 10-year period (see Figure 5 below).

The market share is the percentage of Francophone students compared with the total number of combined enrolments in the English and French-language school systems in the same geographical area.

FIGURE 5

MARKET SHARE OF FRENCH-LANGUAGE SCHOOLS BY REGION



Source: Education Statistics and Analysis Branch



+27.9%

**INCREASE IN MARKET
SHARE RELATED TO TOTAL
ENROLMENTS IN FRENCH-
LANGUAGE SCHOOLS IN
THE PROVINCE IN THE
PAST 14 YEARS**

The French-language education system has experienced an increase in market share in each of the four regions, which means that there has been a reduction in market share in the English-language education systems (see Figure 5 above).

FIGURE 6

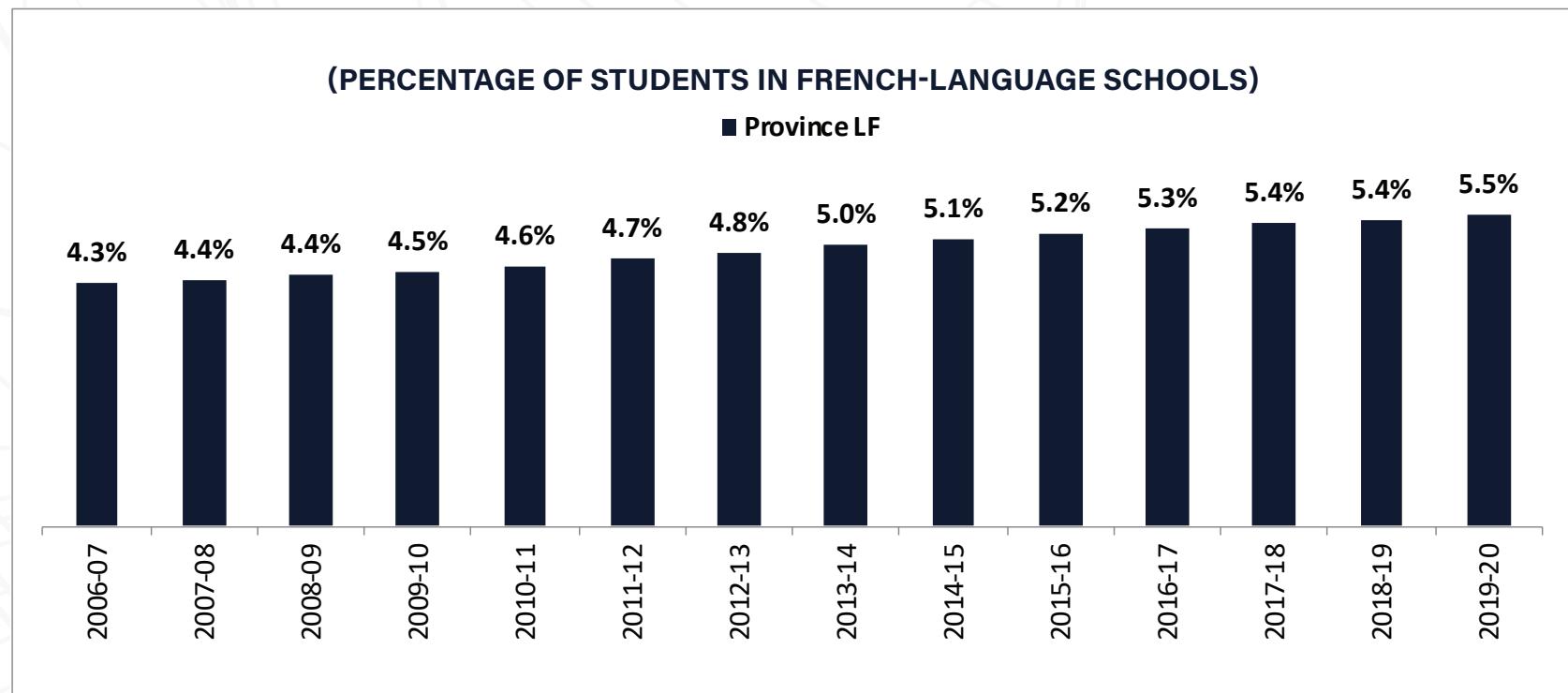
**INCREASE IN THE
MARKET SHARE OF
FRENCH-LANGUAGE
SCHOOL BOARDS IN
THE FOUR REGIONS
OF ONTARIO**

NAME OF REGION	2006-2007 TO 2019-20	% INCREASE
NORTHEAST	FROM 30.5% TO 32.3%	5,9 %
NORTHWEST	FROM 11.9% TO 13.8%	16,0 %
SOUTH	FROM 1.6% TO 2.4%	50,0 %
EAST	FROM 14.6% TO 18.8%	28,8 %

Overall, this increase in market share related to total enrolments in French-language schools in the province (see Figure 7 below) represents 1.2 percentage points in the past 14 years, an increase of market share of 27,9%.

FIGURE 7

MARKET SHARE OF ONTARIO'S FRENCH-LANGUAGE SCHOOLS ACROSS THE PROVINCE



Source: Education Statistics and Analysis Branch

~9.4%

OF STUDENTS IN FRENCH-LANGUAGE SCHOOLS WERE BORN OUTSIDE OF CANADA

According to data provided by Immigration, Refugees and Citizenship Canada (IRCC) to ONfr+ in 2019, approximately 5,245 permanent residents "who speak French" chose Ontario in 2019, out of 150,000 newcomers. This is an increase of 1.25 percentage points compared to the previous year (3.4 percentage points in 2019 compared to 2.15 percentage points in 2018), which means an increase of 55% between 2018 and 2019. Ontario is slowly moving towards its goal of 5.0% increase in French-speaking immigrants set in 2012.

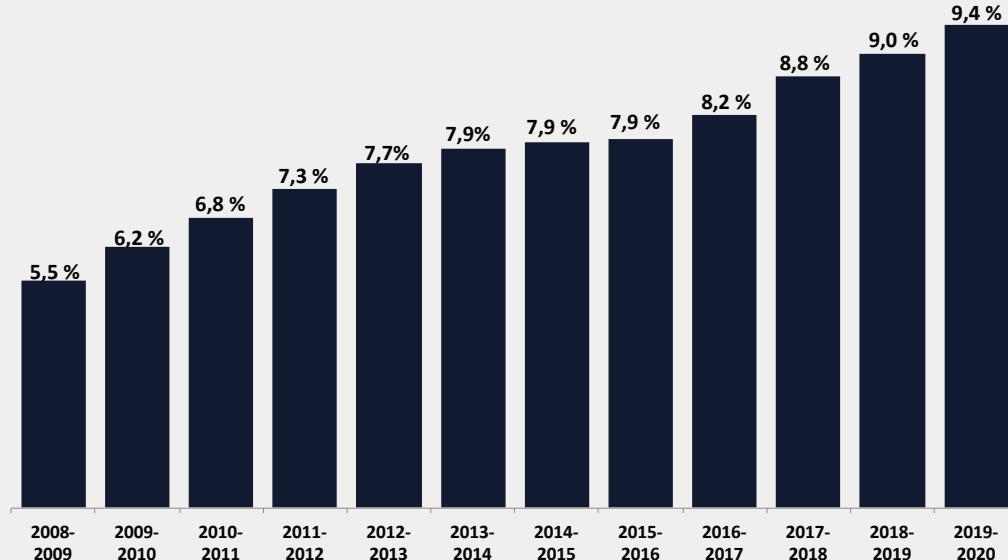
B) STUDENTS BORN OUTSIDE OF CANADA

Approximately 9.4% of the students in French-language schools were born outside of Canada (see Figure 8 below).

There has been a growing number of students from immigration over the past 12 years, which is an increase of approximately 3.9 percentage points (or 70.9%) in the proportion of enrolments of students from immigration.

FIGURE 8

NUMBER AND PERCENTAGE OF STUDENTS BORN OUTSIDE OF CANADA IN ONTARIO'S FRENCH-LANGUAGE SCHOOLS

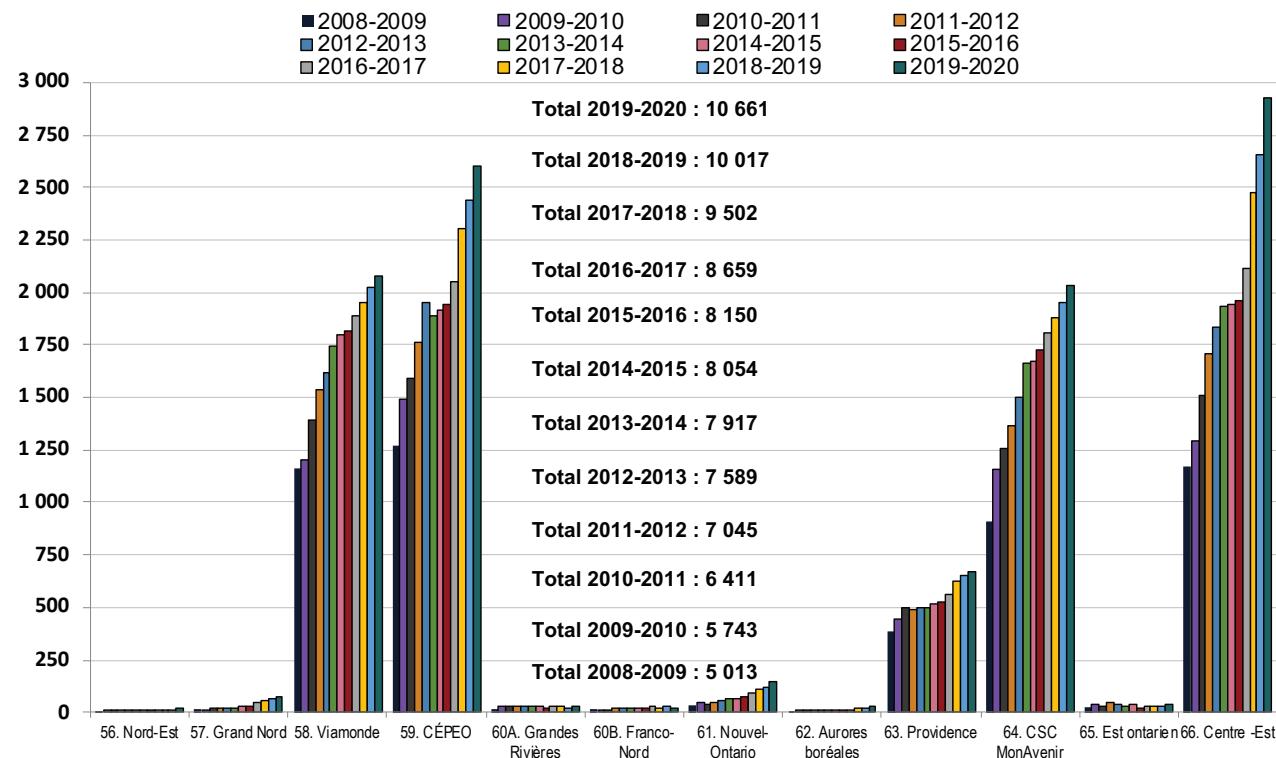


Source: OnSIS

FIGURE 9

NUMBER OF STUDENTS BORN OUTSIDE OF CANADA, PER FRENCH-LANGUAGE SCHOOL BOARD

NUMBER OF STUDENTS BORN OUTSIDE OF CANADA OVER TEN YEARS ONTARIO'S FRENCH-LANGUAGE SCHOOL BOARDS



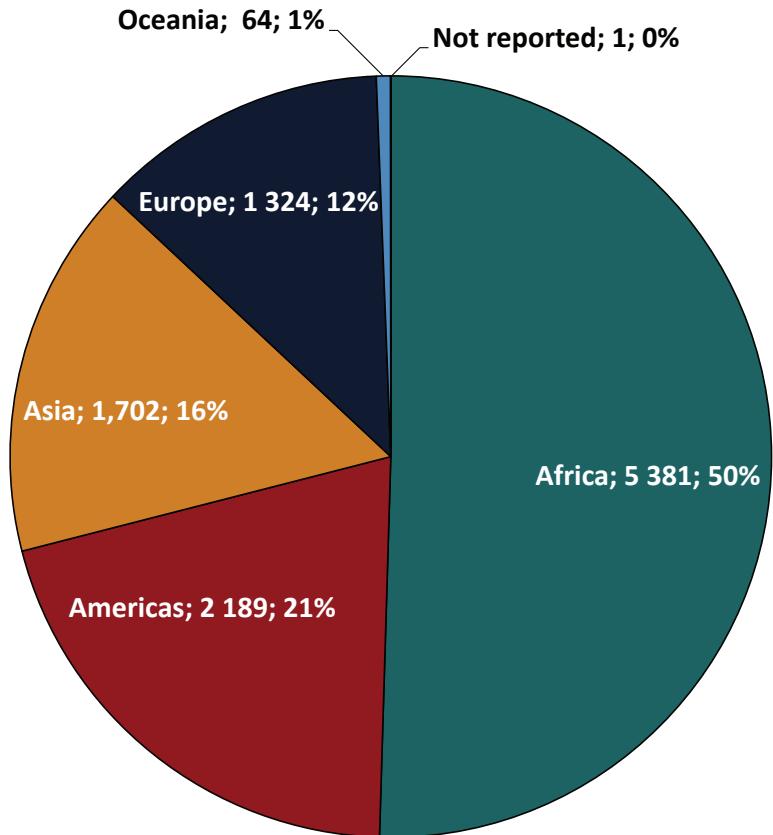
Source: OnSIS

FIGURE 10

NUMBER AND PERCENTAGE OF STUDENTS BORN OUTSIDE OF CANADA, BY CONTINENT OF ORIGIN, ATTENDING FRENCH-LANGUAGE SCHOOLS IN ONTARIO IN 2019-2020

The students born outside of Canada came from approximately 166 countries in 2019-20. These include students from Africa, the Americas, Asia, and Oceania. Figure 10 shows the proportions of the continents of origin of these students. In light of these demographic changes, it is necessary to diversify the profile of the teaching profession so that its makeup will be representative of its student population.

Born outside of Canada:
10,661 students out of 113,539 (9.4 %)
166 countries other than Canada



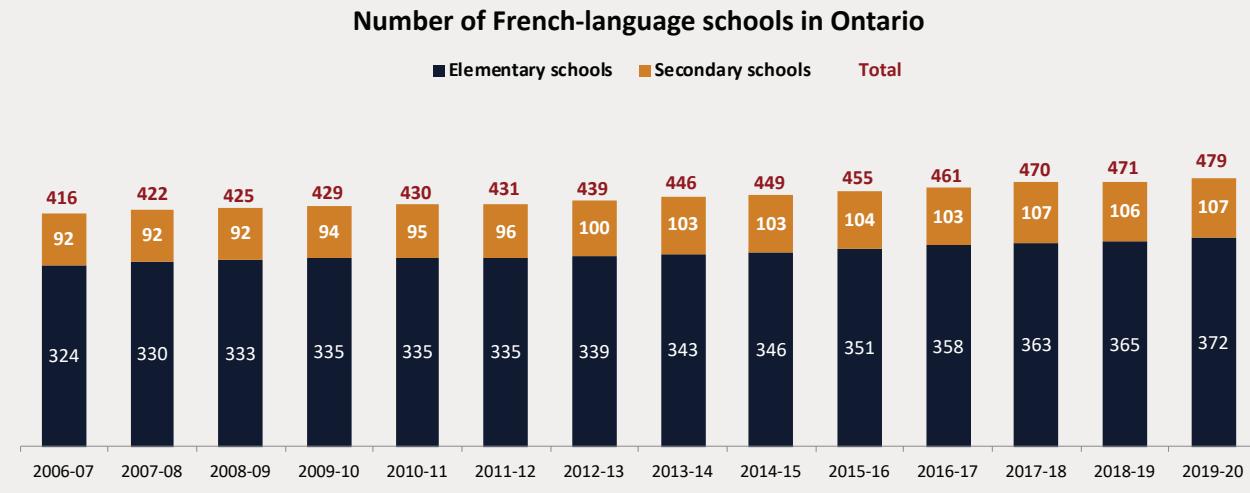
Source: OnSIS

C) THE CONSEQUENCE OF THESE DEMOGRAPHIC CHANGES – NEW FRENCH-LANGUAGE SCHOOLS

The enrolment growth and the increase in the market share of the French-language education system have given rise to the construction of new French-language schools over the past few years. According to the ministry, these new schools include the construction of new buildings and replacements of former schools. Figure 11 illustrates the increase in the number of schools in the French-language school boards. It can be seen that most of the time over the years, the construction of new schools is followed by a steady increase in the registration of minority-language education rightsholders. This is a dynamic process. The main goal is to serve the population and respond to the growth in Francophone enrolment until the total enrolment in any new school has reached or even exceeded its maximum capacity.

FIGURE 11

NUMBER OF FRENCH-LANGUAGE ELEMENTARY AND SECONDARY SCHOOLS IN ONTARIO



New schools have been built over a 14-year period in the Southern and Eastern regions of the province, including 53 schools in the South and 16 schools in the East. The school boards in the North have instead consolidated their buildings and the number of schools has been reduced by six. More than half of the 479 French-language schools are small schools with fewer than 200 students.

3) THE REDUCTION IN THE NUMBER OF GRADUATES FROM TEACHER EDUCATION PROGRAMS

A) THE REDUCTION IN THE NUMBER OF CERTIFIED TEACHERS FOLLOWING THE SETTING UP OF THE ENHANCED PROGRAM

Figure 12 below, which is based on data provided for the Ministry of Education by the Ontario College of Teachers (OCT) in 2019, shows the number of newly qualified graduates before and after the changes to the Teacher Education Program.

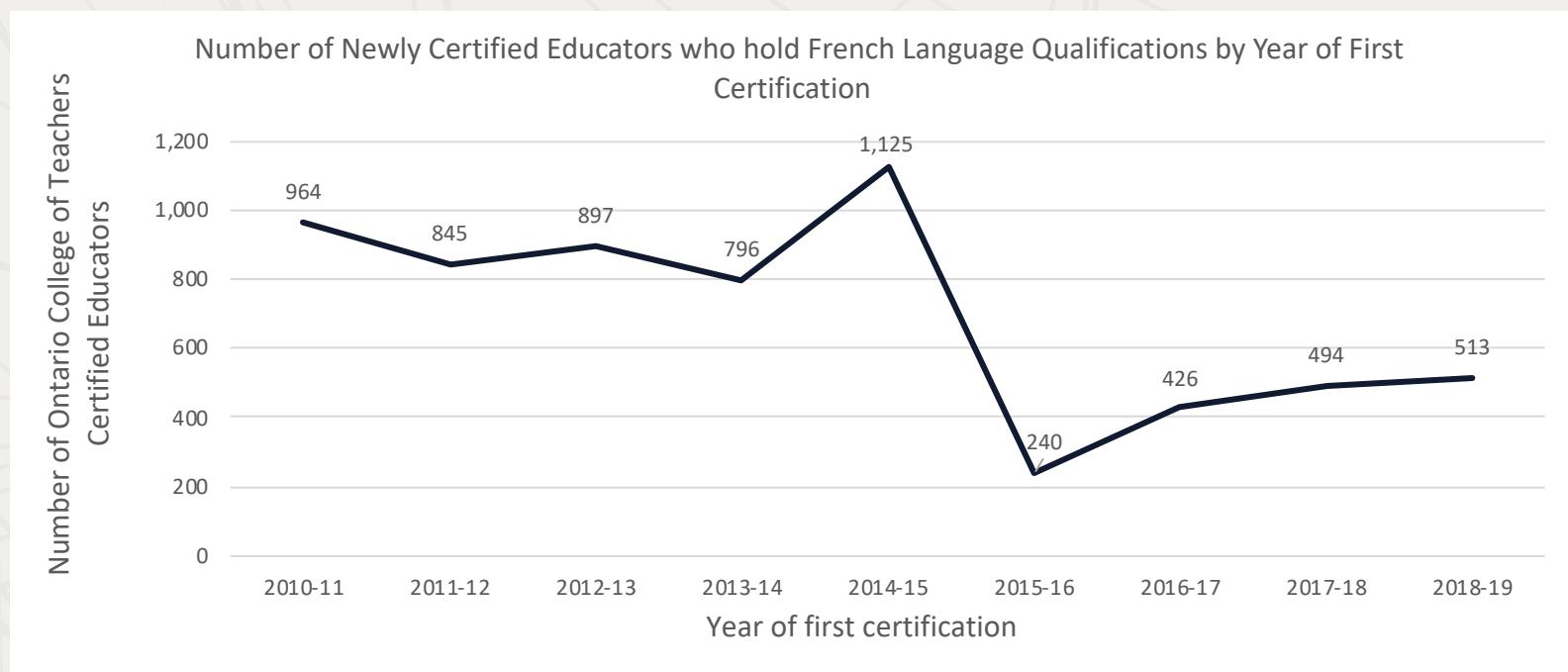
During the 2011-12 through 2013-14 school years, the three years prior to the Enhanced Teacher Education Program launched in 2015-16, the OCT certified an annual average of **939** new French-speaking teachers.

From 2016-17 to 2018-19, for the three years following the implementation of the Enhanced Teacher Education Program, there was an average of **478** new French-speaking teachers who were qualified annually. The difference is an average annual yearly loss of **461** graduates, or a reduction of **49.1%** a year, a significant reduction in the pool of available teachers annually.

FIGURE 12

THE NUMBER OF NEWLY CERTIFIED TEACHERS BETWEEN 2010-11 AND 2018-19

THE NUMBER OF NEWLY CERTIFIED TEACHERS WHO HAVE A QUALIFICATION IN FRENCH, PER YEAR OF INITIAL CERTIFICATION



Source: Ontario College of Teachers

B) THE REDUCTION IN THE NUMBER OF SEATS FUNDED IN FACULTIES OF EDUCATION COMBINED WITH THE ENHANCED TEACHER EDUCATION PROGRAM

The reduced enrolment in English-language schools from 2003 to 2015 has gradually created a surplus of staff in the English-language education system (see Figure 2).

In response to this surplus problem, in 2015, the government reduced by half (50%), from 9,000 to 4,500, the number of seats financed by public funds in all Faculties of Education. "This reduction in admissions into Education has a direct impact on the funding of faculties, which is in large part related to enrolments. In addition, those changes have taken place at the same time as a reduction in the basic income unit from 2 to 1.5. Faculties had to deal with significant budget constraints in a context in which the pressure was mounting with respect to the delivery of services." (Comments and Recommendations from the meetings of the Teacher Education Discussion Table's Working Group on Francophone Priorities, April 19, 2016)

That decision had the desired outcome of creating a balance between the supply and demand in the English-language system. However, the opposite happened in French-language schools, where enrolments had been increasing since 2005-06 (see Figure 2). The potential pool of new candidates for the teaching profession was suddenly reduced, while at the same time school enrolments were increasing. Government decisions do not always consider the needs of the Franco-Ontarian minority or regional disparities.

The Enhanced Teacher Education Program (4 semesters instead of 2), which was set up in 2015, resulted in creating a one-year vacuum in 2016 in terms of access by French-language school boards to a cohort of new qualified teachers.

The Enhanced Teacher Education Program, combined with the reduction in the number of seats funded in the Faculties of Education, resulted in drastically reducing the number of new certified teachers, which seriously exacerbated the shortage problem.

4) THE INSUFFICIENT NUMBER OF TEACHER EDUCATION PROGRAMS TO RESPOND TO THE DIVERSE PROFILES AND ASPIRATIONS OF STUDENTS

The full complement of options in Teacher Education Programs is not available everywhere in the province, particularly for the Intermediate and Senior Divisions and Technological Education. Program options in various subject areas with low enrolment are cancelled, some permanently, and combining teaching subject area options at the Intermediate/Senior level is not allowed, exacerbating the problem.

In fact, it is necessary to have a minimum enrolment of approximately 20 students in any teaching subject area to ensure the course will be financially viable. Approximately 80% of courses in subject areas at the Intermediate/Senior level are being taught by the Faculties of Education at a loss. Teacher training for the Intermediate/Senior certification is presently only being offered in French at the Ottawa University campus. Laurentian University's Teachers College suspended its Intermediate/Senior program for 2020-21.

The Northern and Southern regions of the province are not being served. This lack of access to programs is certainly a factor that inhibits certain French-speaking candidates, thereby limiting the potential pool of teachers qualified to teach at the secondary school level.

A list of the training programs offered by the two Faculties of Education in French is provided in Appendix 1. It shows the academic

options that are being offered and the ones that are not available for the Intermediate/Senior level certification in French.

There is an insufficient offering of programs and courses available online, which limits access to numerous candidates who, for reasons related to family or geographic location, for example, are unable or cannot move to take on-campus courses. The costs and time associated with four semesters of training on a campus, instead of two, constitute a systemic barrier that is almost insurmountable for many individuals.

The geographic concentration of practice teaching placements in urban areas creates increased pressure on the school boards in those jurisdictions to create practicum placements. This demand, which is concentrated in specific regions, especially in Ottawa, Sudbury and Toronto, results in a lack of host schools for teacher trainees.

In addition, the placement of trainees in schools that are located far away from the major centres also presents some challenges to be overcome, apart from the remoteness and the related costs, such as travel and accommodations.

In both situations, there is a lack of associate teachers and university professor advisors who can assist the trainees with their practical training.

5) THE RIGID NATURE OF THE REGULATIONS GOVERNING THE PROFESSION

There is a serious need to facilitate and simplify the procedure for recognizing the qualifications of teachers from other countries, add some flexibility to the approval process for training programs, increase the number of training programs online and allow the grouping or combination of teaching subject areas for the Intermediate/Senior certification. Two regulations in particular need to be brought up to date: the regulation setting out the requirements for certification by the Ontario College of Teachers, Regulation 176/10 (*Teachers' Qualifications*) and the regulation specifying the requirements for teacher training courses and programs in Ontario, Regulation 347/02 (*Accreditation of Teacher Education Programs*).



6) TEACHERS LEAVING THE PROFESSION

The average yearly attrition rate of teachers from French-language school boards is approximately 6.5%. This percentage is based on the number of teachers with a Teacher Number in OnSIS, who were enrolled in the system at the beginning of a school year but are not enrolled in the following year. Approximately 600 French-speaking teachers leave the profession each year, according to the data provided by the school boards. Most of these people retire, some of them go to teach in other provinces or outside of Canada, and others change careers or leave the profession early.

Approximately 26% of the members of the Ontario College of Teachers (OCT) leave the profession in the first five years and do not renew their membership with the OCT. In other words, out of an average of 478 newly qualified teachers graduating each year, approximately 124 will leave the profession within five years.

This situation is partly due to the increasingly heavy and complex workload. The demands placed on teachers coupled with the lack of support by the system to ensure their induction, lead some people to leave the profession because they feel overwhelmed by the challenges they face in the classroom. In addition, many teachers see the teaching profession as being undervalued, leading to less motivation to pursue their career.

The noticeable lack of supports for teachers from immigration designed to encourage them to stay in the education system is well documented. On the one hand, some training focused on understanding the Franco-Ontarian school environment and the cultural identity building of students should be provided. On the other hand, there is an important need to provide training to colleagues who are already working in the host school to help them understand the reality faced by a new teacher who is a recent immigrant and still adapting to a new country; this training should be designed to encourage and acknowledge the contribution of those new colleagues as part of the school team. Without such support, new teachers from immigration have a lot of difficulty remaining in the profession.

7) THE CAREER PATH OF NEW GRADUATES

According to data from the OCT concerning the careers of graduates from 2017-18 to 2019-20, a three-year period, an annual average of 82% of graduates chose to go and teach in the French-language education system, 9% went to the English-language system in second language programs including immersion, or to teach other subjects; 4% chose the private system and 5% went to school boards in Quebec or other provinces.

It should be noted that, on an annual basis, an average of 51% of the French-speaking teachers from other countries and who trained outside of Canada, choose to teach in French-language schools, 17% go to English-language schools and 28% go to the private system.

8) THE REDUCTION IN THE NUMBER OF CERTIFIED TEACHERS ON SUPPLY TEACHER LISTS

The importance of this factor cannot be underestimated. In fact, it is essential for school boards to have access to an adequate number of certified supply teachers to ensure the smooth operation of their schools; supply or occasional teachers are called on to replace teachers on short-term absences or long-term leave.

According to data from the AEFO, which was provided in 2018 to ONfr+, the digital platform run by Groupe Média TFO, supply teachers made up approximately 22.5% of the total of their teacher membership. From 2015-16 to 2017-18, there was an average of 8,391 teachers and 1,892 occasional teachers. During that period, school principals saw their lists of supply teachers remain unchanged or decrease at an alarming rate.

According to the latest statistics and projections from the Ontario government, this situation will only get worse over the next five years.

9) THE COVID-19 PANDEMIC

The school boards' implementation plans for ensuring the health and safety of students and teachers during the pandemic could result in hiring additional teachers mainly due to a requirement to reduce the number of students in each classroom, as well as other potential constraints. This situation will last until a safe and effective vaccine or treatment is available.

10) THE FRENCH-LANGUAGE TEACHER SHORTAGE: A PAN-CANADIAN ISSUE

The lack of qualified French-speaking teachers is a problematic situation affecting Quebec as well as Ontario and other provinces. School boards in all jurisdictions must compete for the same pool of potential teachers. Primarily in Ontario and New Brunswick, but to a lesser degree in the other provinces and territories, there is also competition between French and English school systems. The English-language school boards are trying to meet their need for French-speaking teachers for their French Immersion programs and French as-a-Second Language classes.



11) THE ONTARIO MATHEMATICS PROFICIENCY TEST FOR CERTIFICATION

The new mathematics test is mandatory for students enrolled in Faculties of Education, as of March 31, 2020. This test, which is based on Grade 9 Math skills, could discourage young people from pursuing a career in Education.

This new requirement represents an additional pressure that may, at the front end, reduce the number of candidates wishing to enroll in Faculties of Education; at the back end, even if they successfully complete their teacher training program, it may delay their certification until they pass the test.

12) THE FRENCH-LANGUAGE PROFICIENCY TEST FOR TEACHER TRAINING IN FRENCH

French-language faculties of Education administer a language proficiency test, an added requirement for French-speaking students to obtain an Ontario Teacher's Certificate, while that requirement is not necessarily imposed on their English-speaking counterparts.

This disparity in terms of the requirements for entering the profession reduces the number of Francophone graduates or delays their access to the job market in French-language school boards. It could even lead them to register in English-language institutions or in institutions in other provinces.

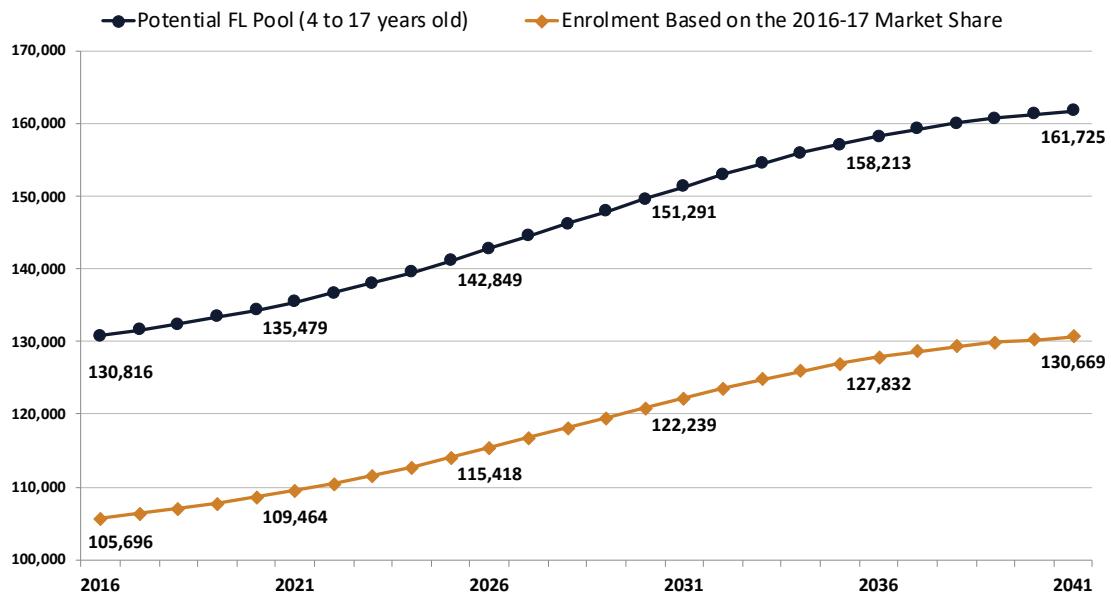
III - PROJECTION MODEL FOR TEACHER SUPPLY AND DEMAND IN THE FRENCH-LANGUAGE EDUCATION SYSTEM

PROJECTION OF STUDENT ENROLMENTS OVER 25 YEARS

FIGURE 13

PROJECTION OF THE POTENTIAL POOL OF YOUNG PEOPLE WHO COULD ATTEND FRENCH-LANGUAGE SCHOOLS IN ONTARIO AND PROJECTION OF STUDENT ENROLMENTS BASED ON THE RATE OF RECRUITMENT IN 2016-17, FOR 2016 TO 2041

Projection of the Potential Number of Students who Could Attend French-Language Schools in Ontario, and Projection of Student Enrolment Based on the 2016-17 Market Share, from 2016 to 2041



Note: The FL potential pool is based on the number of youth ages 4 to 17 with at least one parent having French as a first official language still spoken. The market share (81%) is equal to the percentage of student enrolment in 2016 – 2017 compared to the FL potential pool of students.

Source: Statistics Canada, Ontario Ministry of Finance and OnSIS



THE FRENCH-LANGUAGE EDUCATION SYSTEM COULD ACHIEVE A STUDENT ENROLMENT OF APPROXIMATELY **123 000** BY 2024-25.

The projection shown in Figure 13 above was developed by the Ontario Ministry of Education's French-Language Education Policy and Programs Branch. It is based on data provided by Statistics Canada and the Ontario Ministry of Finance (the blue line) and the Ministry of Education's Statistics and Analysis Branch (the green line). It shows a tendency towards an increase in enrolments of students who are eligible to study in French-language schools over a 25-year period, from 2016 to 2041. By keeping the rate of recruitment at 81% of the potential pool of the number of students who are Charter section 23 rights-holders aged 4 to 17, the projection model suggests an enrollment of 109,465 for 2021.

In fact, the total enrolment for the 2018-2019 school year was 111,024 and the number of teachers was 9,350, which is a ratio of one teacher for every 12 students. It should be noted that the numbers do not refer to full-time equivalents (FTE), but are based on the unique student or teacher number assigned to each individual.

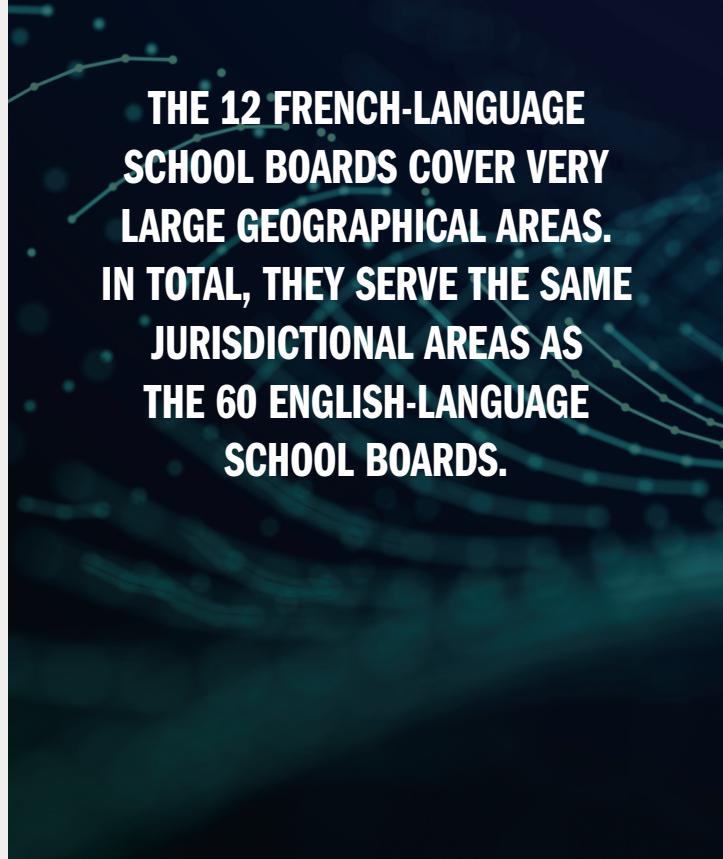
Actual student enrolments in 2018-19 show an increase of 7,532 students since 2016. This is an average annual increase of more than 2,000 students. In fact, the 113,539 students enrolled in 2019-2020 already exceeds the projections for 2020-21 by more than 4,000 students. This can be explained by the continuous growth in the market share of French-language school boards in each of Ontario's regions. In other words, the French-language school system is growing at a faster pace than the majority English-language school boards.

If the current trend continues as predicted, meaning an average annual increase of 2,000 students, the French-language education system could reach approximately **123,000** students by 2024-25. Based on the 2018-19 ratio of one teacher for every 12 students (1:12), a total of **10,250** teachers will therefore be required in the French-language education system by 2024-2025.

It should be noted that the teacher to student ratio of 1:12, which was used from 2012-2013 to 2018-19, as illustrated in Figure 1 and repeated further on page 50 for ease of reference, represents a long-standing tendency. That ratio includes all regular classroom teachers, Special Education teachers who can respond to specific needs of students, *Actualisation linguistique en français* [French-Language Skills Development] teachers for learners of French in a minority setting, *Programme d'appui aux nouveaux arrivants* [French-Language Support Program for the Integration of Newcomers] teachers, English for Beginners teachers, teachers responsible for literacy and numeracy programs from Grades 1 to 6, teachers assigned to student success from Grades 7 and 12, and those assigned to the Specialist High Skills Major.

The 12 French-language school boards cover very large geographical areas. In fact, they cover the same area as the 60 English-language school boards. In addition, there are 479 French-language schools in Ontario and more than half of those are

small schools with fewer than 200 students. Obviously, as enrolments increase, more leeway is available for those school boards that have exceeded the ratio requirements by offering low enrolment courses. It allows them to absorb the increase by assigning students to their low enrolment classrooms without necessarily increasing the number of teachers at the same pace. It is therefore possible that the ratio could increase as the system grows larger.



THE 12 FRENCH-LANGUAGE SCHOOL BOARDS COVER VERY LARGE GEOGRAPHICAL AREAS. IN TOTAL, THEY SERVE THE SAME JURISDICTIONAL AREAS AS THE 60 ENGLISH-LANGUAGE SCHOOL BOARDS.

THE MINISTRY OF EDUCATION'S PROJECTION MODEL

A more detailed projection model, developed by the ministry's Education Statistics and Analysis Branch, considers the demand for teachers in French-language school boards in relation to the supply of qualified teachers from faculties of Education in Ontario and elsewhere.

The ministry's model considers enrolment trends, teacher attrition, teachers going on leave and those returning to the profession, as well as the policies related to classroom size. However, the model does not specify the cumulative gap in the number of teachers required per year and the additional rate of supply teachers required, nor the career path of recent graduates and their integration into the school system. The model should be interpreted as indicating the minimum number of teachers required each year.

It should be noted that the ministry's model is conservative regarding the annual trend of increased enrolments which have been seen historically. We may therefore conclude that the cumulative shortage between 2016-17 and 2024-25 will probably be higher than the rate shown in Figure 14.

The 2019-2020 school year is an anomaly, because of the introduction of new policies concerning classroom sizes and of funding to protect teaching positions.

FIGURE 14

SUPPLY AND DEMAND FOR TEACHERS IN ONTARIO'S FRENCH-LANGUAGE SCHOOLS



Source: Ministry model of projections of supply and demand for teachers for the French-language education system

There is a shortage of teachers when demand is greater than supply, while there is a surplus when the supply is larger than the demand. The demand is the number of teaching positions to be filled in the school boards. The supply is the number of qualified teachers who are available to meet the demand.

1) THE DEMAND

The demand for French-language teachers is determined by:

- trends in student enrolment that are either stable, or moving upwards or downwards;
- the rates of attrition of teachers, which include those retiring or departing the profession in mid-career and not renewing their membership in the Ontario College of Teachers; and
- the potential changes in government policies with respect to classroom sizes.

The data from 2012-2013 to 2018-2019 related to French-language schools shows:

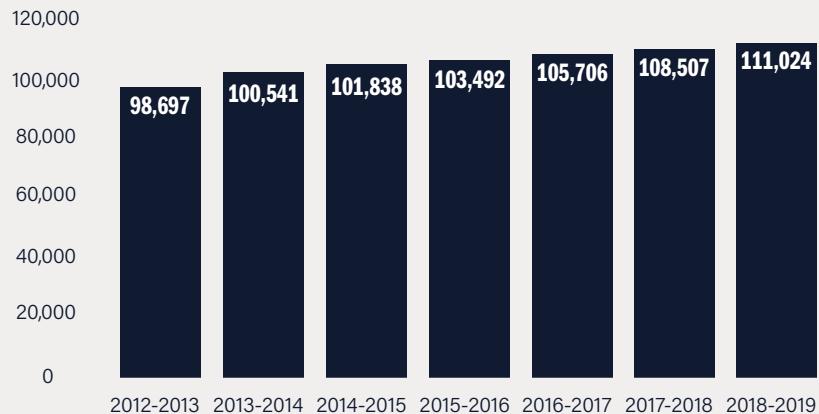
- A continuous increase in enrolment by approximately 2,000 students per year (see Figure 1, on the next page)
- The attrition of 600 qualified teachers who leave the profession each year
- An average annual rate of supply teachers of approximately 22.5%. This rate considers supply teachers who replace those teachers who take sick days in the short term, long-term leave, and time away for on-the-job training. This rate also provides some flexibility in the French-language education system to fill positions for Principals, Vice-Principals, curriculum consultants, Guidance Counsellors, and other specialists, including those working in Special Education.

FIGURE 1

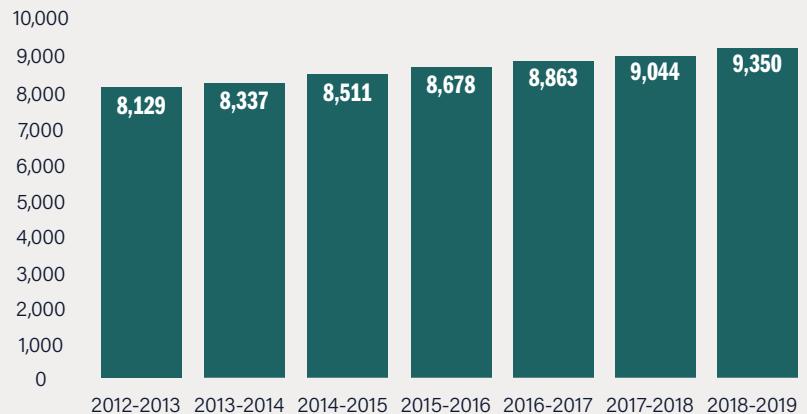
THE NUMBER OF STUDENTS AND NUMBER OF TEACHERS IN FRENCH-LANGUAGE SCHOOLS

NOTE : Figure 1 below is the same as the figure in the previous section setting out the Background. It is being repeated and inserted here for the purpose of clarity and to illustrate the data referred to above.

**NUMBER OF STUDENTS IN
FRENCH-LANGUAGE SCHOOLS**



**NUMBER OF TEACHERS IN
FRENCH-LANGUAGE SCHOOLS**



Source: Direction de la statistique et de l'analyse en Éducation

FIGURE 15

SUMMARY TABLE OF THE ANNUAL DEMAND FOR FRENCH-LANGUAGE TEACHERS

DEMAND FOR TEACHERS	NUMBER OF TEACHERS REQUIRED PER YEAR
Annual student enrolment increase: 2,000 with a teacher/student ratio of 1:12	167 teachers
Departures from the education system – attrition	600 teachers
Supply teachers (short and long terms): 22.5% of 767 teachers required per year $(167 + 600 = 767)$	173 Supply teachers
TOTAL	940 TEACHERS

Considering the current ongoing trend of increasing yearly student enrolments (2,000), the high rate of attrition of French-speaking teachers (600), the demand for supply teachers (173), the demand for teachers in French-language schools is **940** annually (see Figure 14 above). This number does not consider the potential number of additional teachers that may be required to ensure the implementation of the plans to fight the transmission of COVID-19.

FIGURE 12

THE NUMBER OF NEWLY CERTIFIED TEACHERS BETWEEN 2010-11 AND 2018-19

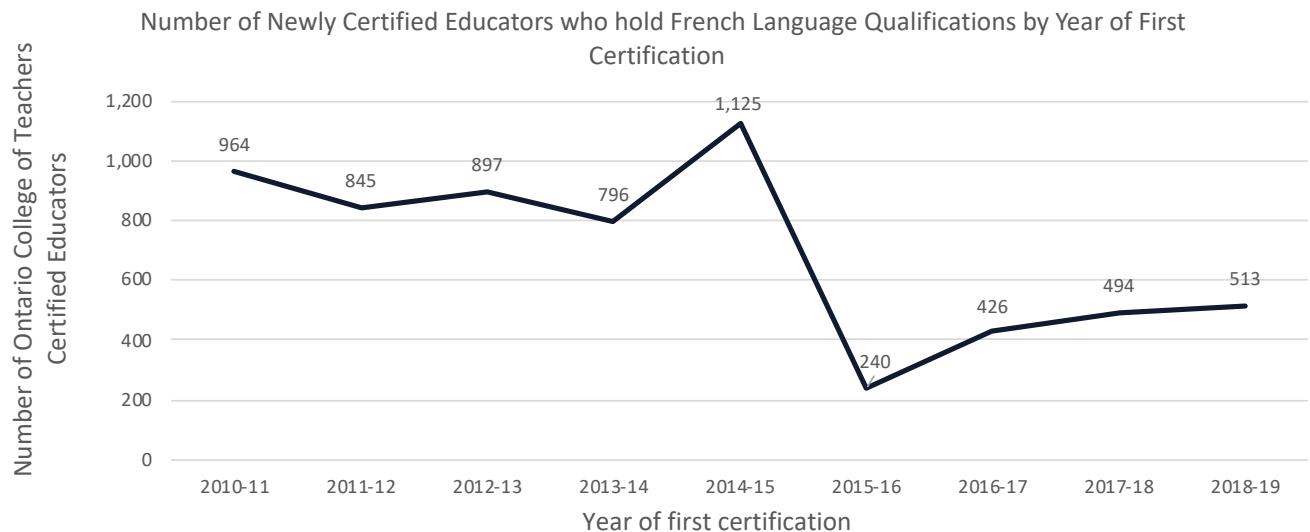
2) THE SUPPLY

The supply of teachers is determined by:

- the number of newly certified teachers (see Figure 12) who are available to be hired in the French-language education system. This number is reduced by the number of new graduates each year who choose not to work in the French-language education system;
- teachers returning to the profession; and
- on a temporary basis, the hiring of non-qualified staff to meet the teaching needs of schools, by means of Letters of Permission.

NOTE : Table 12 below is the same as the table in the previous section, setting out the Background. It is being repeated and inserted here for the purpose of clarity and to illustrate the following data.

THE NUMBER OF NEWLY CERTIFIED TEACHERS WHO HAVE QUALIFIED IN A FRENCH-LANGUAGE TEACHER TRAINING PROGRAM, PER YEAR OF INITIAL CERTIFICATION



Source: Education Statistics and Analysis Branch

Data from the past eight years concerning French-language teacher education programs reveal the following:

- Historically, under the former one-year initial training program, the annual number of newly certified teachers was between approximately 725 and 950. Following the change to the Enhanced Teacher Education Program, that number went down to 240 and then progressively rose to 513 newly certified teachers in 2018-2019 (see Figure 12 above). This number includes a total of approximately 100 to 150 teachers certified annually in other jurisdictions of Canada or in other countries (see Figure 16).
- Figure 12 also illustrates that, from 2016-17 to 2018-19, an annual average of 478 teachers, who qualified as such in both Ontario and in other jurisdictions, were certified by the OCT to teach in Ontario.
- Approximately 150 teachers return to the profession each year. These qualified individuals come back for various reasons, including after working as teachers in other provinces, a career change or long-term leave.

FIGURE 16

NEW CERTIFIED TEACHERS ANNUALLY

NEWLY-LICENSED TEACHERS WITH FRENCH-LANGUAGE QUALIFICATIONS (ONTARIO FACULTIES AND OTHER)

NEWLY-LICENSED TEACHERS WITH FRENCH-LANGUAGE QUALIFICATIONS			
YEAR	LAURENTIAN AND OTTAWA GRADUATES	OUT-OF-PROVINCE EDUCATED	TOTAL
2013	732	73	805
2014	693	84	777
2015	835	97	932
2016	87	122	209
2017	316	104	420
2018	320	176	496
2019 (FORECAST)	330	130	460
2020 (FORECAST)	360	130	490
2021 (FORECAST)	310	130	440

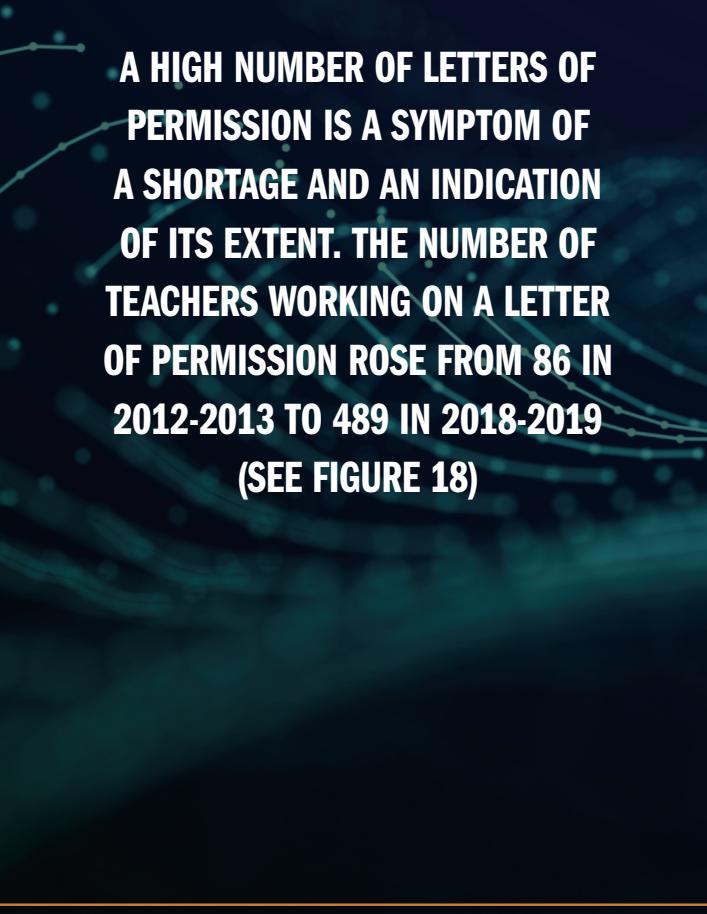
Source: OCT, Transition to Teaching 2019, p.82

FIGURE 17

SUMMARY TABLE OF THE SUPPLY OF FRENCH-LANGUAGE TEACHERS PER YEAR

SUPPLY OF TEACHERS	NUMBER OF TEACHERS AVAILABLE PER YEAR
Average number of candidates per year over three years (2016-2019), qualified by Faculties of Education in Ontario and elsewhere	478
Graduates who choose not to work in the French-language education system	(98)
Teachers returning to the profession	150
TOTAL : 478 - 98 + 150	530

According to data from the OCT on the career path of new graduates from the two French-language faculties of Education, each year, from 2017 to 2020, 18% of the graduates chose not to teach in the French-language school boards. They opted to go to English-language school boards to work in French as a Second Language or other programs, into private schools or to other provinces. In addition, 2.5% of graduates each year do not become members of the OCT and do not apply for their Certificate of qualification to teach in Ontario. Therefore, the supply of 478 graduates per year in Figure 17 is actually reduced by 20.5%, or **98** certified candidates per year.



A HIGH NUMBER OF LETTERS OF PERMISSION IS A SYMPTOM OF A SHORTAGE AND AN INDICATION OF ITS EXTENT. THE NUMBER OF TEACHERS WORKING ON A LETTER OF PERMISSION ROSE FROM 86 IN 2012-2013 TO 489 IN 2018-2019 (SEE FIGURE 18)

Letters of Permission

The ministry provides a temporary solution in response to the lack of qualified teachers. A school board can ask for a Letter of Permission for one year if it intends to hire a person who does not have the qualifications required for teaching, in cases where no qualified teacher has applied for or accepted a position that was posted publicly.

In fact, in 2018-2019, **489** individuals with Letters of Permission (see Figure 18 below) were hired to work for a French-language school board, which is higher than the average supply in the number of new members certified by the OCT, during a three-year period (2016-2019), which was **478** individuals (see Figure 12 above). When combined with annual departures from the profession of approximately 600 individuals, this data seems to indicate that the needs of the French-language education system are approximately **twice** as high as the current ability of the system to train new teachers.

There seems to be a direct link between the smaller number of graduates in 2015-16 (240), following the implementation of the Enhanced Teacher Education Program, and the gradual increase in the number of Letters of Permission that have been granted since that time: 128 in 2015-16, 231 in 2016-17, 356 in 2017-18 and 489 in 2018-19.

FIGURE 18

THE NUMBER OF TEACHERS WITH LETTERS OF PERMISSION (2012-2013 TO 2018-2019)

THE NUMBER OF TEACHERS WITH LETTERS OF PERMISSION

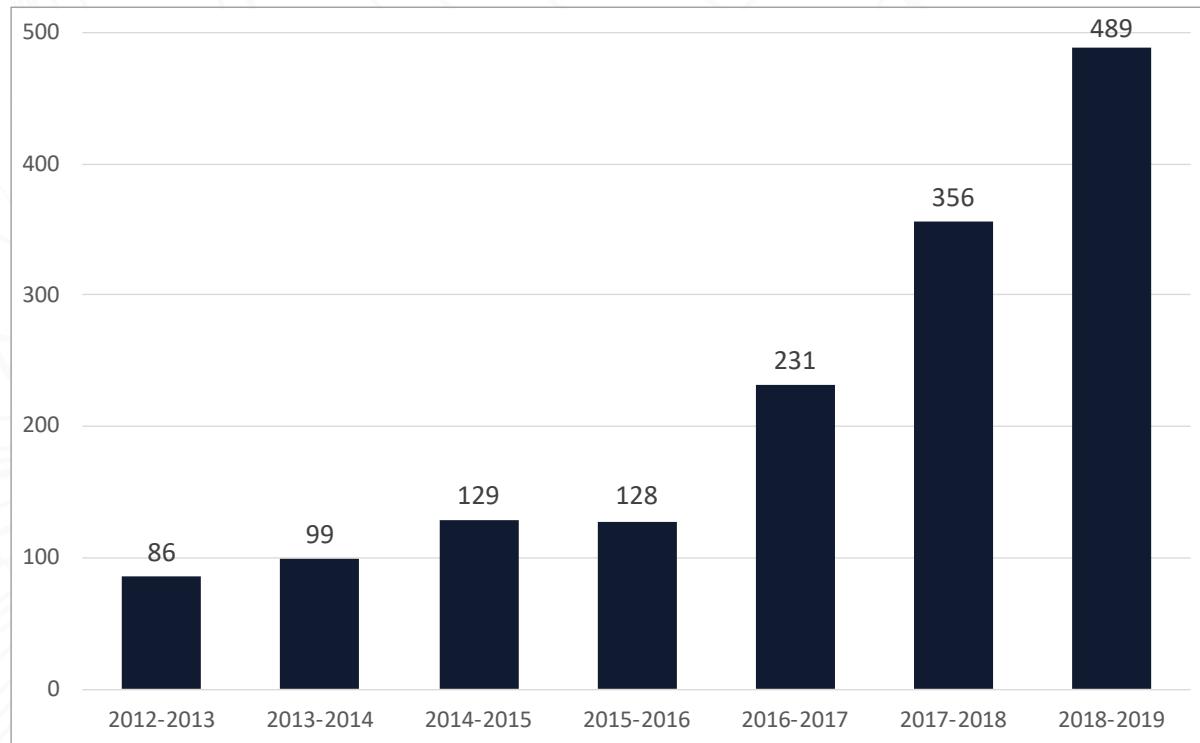


FIGURE 19

PERCENTAGE OF THE NUMBER OF LETTERS OF PERMISSION PER SCHOOL BOARD AND PER REGION IN 2018-2019

Figure 19 reveals a higher number of Letters of Permission (803) than the number of teachers working with a Letter of Permission (489) shown in Table 18. This can be explained by the fact that a non-qualified individual can be given more than one Letter of Permission if that person teaches at both the elementary and secondary school levels or teaches different subjects or in different divisions.

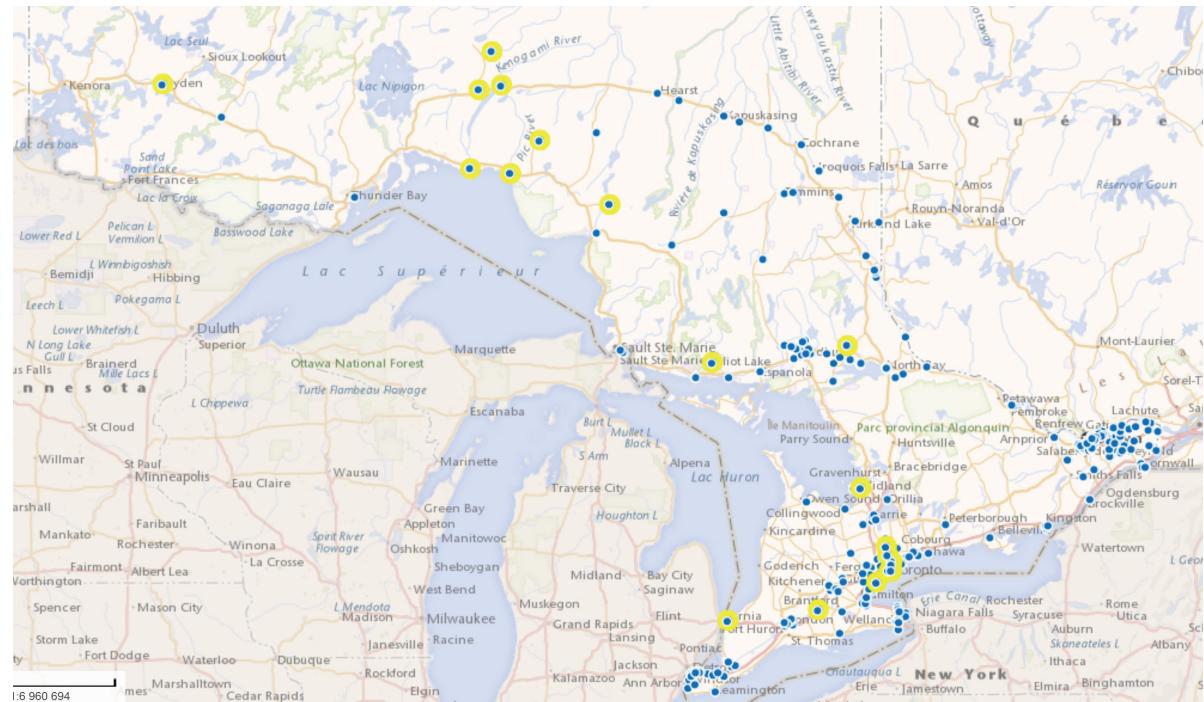
In 2018-19, the regional distribution of the 803 Letters of Permission given out in Ontario's French-language school boards was approximately 58% in the South, 22.5% in the East and 19.5% in the North.

SOUTH	ELEMENTARY	ELEM./SEC.	SECONDARY	TOTAL	PERCENTAGE
CSC PROVIDENCE	39	2	5	46	6 %
CSC MON AVENIR	128	5	46	179	22 %
CSP VIAMONDE	144	43	52	239	30 %
TOTAL	311	50	103	464	58 %
NORTH					
CSP GRAND-NORD	13	5	10	28	3,5 %
CSP NORD-EST	-	8	4	12	1,5 %
CSC AURORES BORÉALES	-	6	-	6	0,7 %
CSC GRANDES-RIVIÈRES	31	5	24	60	7,5 %
CSC NOUVEL-ONTARIO	34	-	11	45	5,6 %
CSC FRANCO-NORD	4	2	-	6	0,7 %
TOTAL	82	26	49	157	19,5 %
EAST					
CEPÉO	37	-	25	62	7,5 %
CECCE	15	-	2	17	2 %
CSDCEO	43	-	60	103	13 %
TOTAL	95		87	182	22,5 %
GRAND TOTAL	488	76	239	803	100 %

FIGURE 20

DISTRIBUTION OF SCHOOLS WITH A LARGE PROPORTION IN THE NUMBER OF LETTERS OF PERMISSION, PER SCHOOL BOARD AND PER REGION IN 2018-2019

SCHOOLS WITH A LARGE PROPORTION OF NON-QUALIFIED TEACHERS



One interesting observation shown by Figure 20, in 2018-19, 21 French-language schools from across the province had 10% to 50% of their teachers working on Letters of Permission. The blue dots circled in yellow show the locations of those 21 schools.

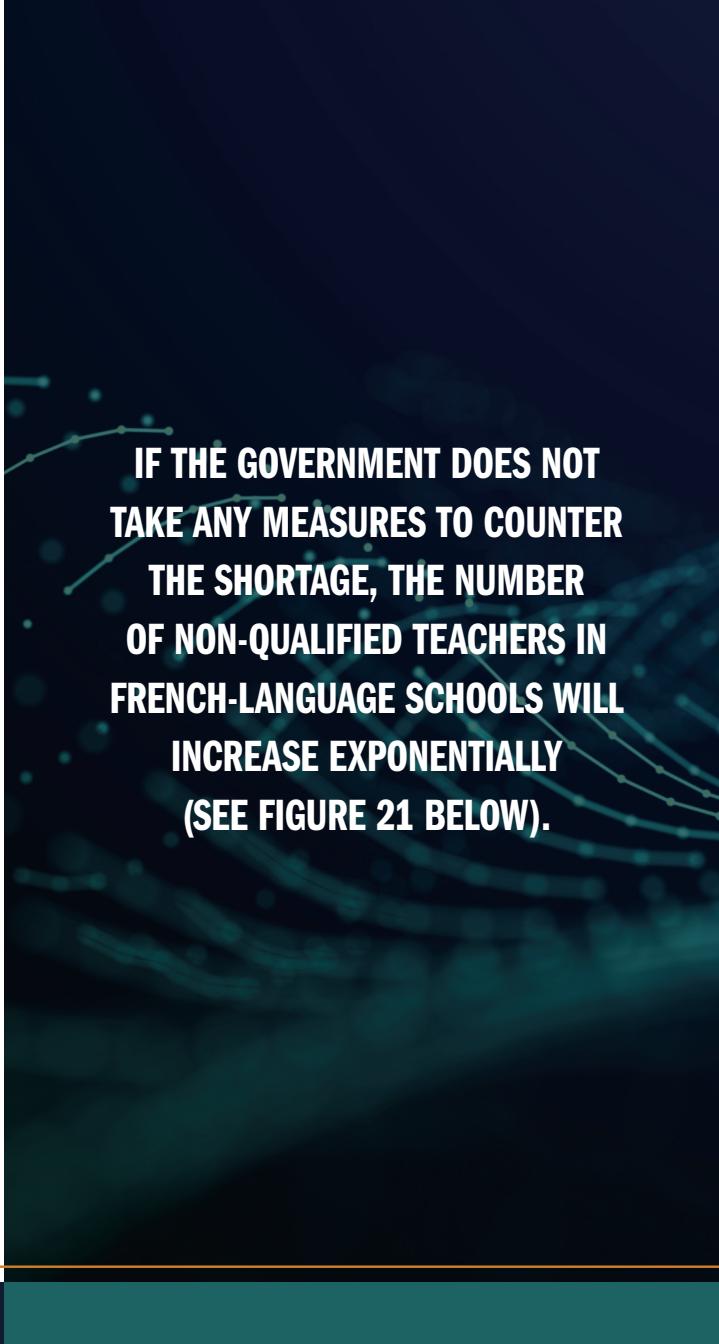
21 French-language schools with a significant number of non-qualified teachers assigned for a full year, representing more than 10%, and even up to 50%, of the total number of teachers working in the school.

3) THE SHORTAGE OF TEACHERS FROM 2020-21 TO 2025-26

In the March 2020 edition of the *Professionally Speaking* newsletter, the OCT described the shortage of French-speaking teachers in the coming years.

"School boards can expect continued shortages of French-language and French as a Second Language (FSL) teachers. Recruitment challenges will also increase for boards trying to fill English-language daily occasional rosters, and regional and subject-specific LTO and permanent vacancy shortages may also emerge." Source: OCT, Professionally Speaking, New Uncertainties, March 2020

- From 2012-2013 to 2014-2015, there was a surplus that fluctuated between 50 and 200 teachers (see Table 14 above). Even when there was a surplus, the French-language school boards used Letters of Permission, from 2012-13 to 2014-15 (see Table 18 above).
- From 2016-2017 to 2018-2019, there was an average shortage of approximately 400 teachers per year (see Table 14 above).
- That shortage was filled by gradually hiring 350 to 500 non-qualified teachers with one or more Letters of Permission during those same years.



**IF THE GOVERNMENT DOES NOT
TAKE ANY MEASURES TO COUNTER
THE SHORTAGE, THE NUMBER
OF NON-QUALIFIED TEACHERS IN
FRENCH-LANGUAGE SCHOOLS WILL
INCREASE EXPONENTIALLY
(SEE FIGURE 21 BELOW).**

FIGURE 21

SUMMARY TABLE SHOWING THE EXTENT OF THE SHORTAGE OF FRENCH-SPEAKING TEACHERS OVER THE NEXT FIVE YEARS IF NO MEASURES TO ADDRESS THE ISSUE ARE TAKEN

YEAR	DEMAND	LETTERS OF PERMISSION*	TOTAL DEMAND**	CONSTANT SUPPLY	RESULT OF THE SHORTAGE***
2020-21	940	489	1 429	530	-899*
2021-22	940	899	1 839	530	-1 309
2022-23	940	1 309	2 249	530	-1 719
2023-24	940	1 719	2 659	530	-2 129
2024-25	940	2 129	3 069	530	-2 539
2025-26	940	2,539	3,479	530	-2,949

*The estimated number of Letters of Permission is based on the preceding year

** Total demand is equal to the current demand of 940 plus the number of letters of permission

*** It is assumed that to address the shortage, school boards will rely on a corresponding number of Letters of Permission the following year, continuously driving the total demand upward.

4) PROJECTIONS UNTIL 2025-2026

Based on the data from 2018-2019, in 2021-22 and in the subsequent years there will be a **demand** for a minimum of approximately **940** French-speaking teachers and a **supply** of only **530** qualified teachers to meet that demand. That will result in a shortage of approximately 410 teachers.

In addition, there are approximately **489** non-qualified teachers who are working on Letters of Permission. This shortage of qualified teachers affects the quality of teaching. It is therefore necessary to train a sufficient number of qualified individuals to fill that number of teaching positions permanently, thereby limiting the use of Letters of Permission to a bare minimum or even eliminating them altogether.

FIGURE 22
THE ANNUAL SHORTFALL IN FILLING THE SHORTAGE OF FRENCH-SPEAKING TEACHERS IN THE ONTARIO EDUCATION SYSTEM (2021-22 TO 2025-26)

YEAR	DEMAND	LETTERS OF PERMISSION	TOTAL DEMAND	CONSTANT SUPPLY	ENHANCED SUPPLY	ANNUAL REMAINDER
2021-22	940	489	1 429	530	520	-379
2022-23	940	899	1 839	530	520	-269
2023-24	940	1 309	2 249	530	520	-159
2024-25	940	1719	2 659	530	520	-49
2025-26	940	2 129	3 069	530	520	61

IN ORDER TO FILL THE SHORTAGE, FACULTIES OF EDUCATION MUST INCREASE GRADUALLY THE NUMBER OF GRADUATES PER YEAR FOR A PERIOD OF FIVE YEARS. THE ENHANCED SUPPLY REPRESENTS THE ADDITIONAL NUMBER OF CERTIFIED TEACHERS TO BE PROVIDED TO FRENCH-LANGUAGE SCHOOL BOARDS EACH YEAR.

ONTARIO'S FRENCH-LANGUAGE EDUCATION SYSTEM REQUIRES A TOTAL OF 1,050 TEACHERS EVERY YEAR (530 + 520) TO MEET THE NEED FOR CERTIFIED TEACHERS IN ITS ELEMENTARY AND SECONDARY SCHOOLS.

EXPECTED OUTCOME: TOTAL NUMBER OF QUALIFIED TEACHERS REQUIRED THROUGHOUT PROVINCE OVER THE NEXT FIVE YEARS

FIGURE 23

EXPECTED PROVINCIAL OUTCOME OVER FIVE YEARS

EXPECTED OUTCOME:

ONTARIO MUST PROVIDE FOR AN ADDITIONAL MINIMUM OF **520** FRENCH-SPEAKING TEACHERS EVERY YEAR, FOR FIVE YEARS:

YEAR	NUMBER OF ADDITIONAL TEACHERS REQUIRED
2021-22	520
2022-23	520
2023-24	520
2024-25	520
2025-26	520

The analyses to determine the number of teachers required annually for the next five years are based on projection models that include evidence-based data. This estimate provides an overview of the extent of the teacher shortage issue facing the Ontario French-language education system.

FIGURE 24

EXPECTED PROVINCIAL OUTCOME, BROKEN DOWN BY REGION AND SCHOOL LEVEL

NUMBER OF ELEMENTARY SCHOOL TEACHERS REQUIRED FOR THE PRIMARY AND JUNIOR DIVISIONS

SOUTH	NORTH	EAST
63 % = 197	17 % = 53	20 % = 62

NUMBER OF SECONDARY SCHOOL TEACHERS REQUIRED FOR THE INTERMEDIATE AND SENIOR DIVISIONS

SOUTH	NORTH	EAST
48 % = 100	24 % = 50	28 % = 58

Based on the regional distribution of the Letters of Permission issued in 2018-19 (see Figure 19), Figure 24 shows the distribution of the estimated additional number of **520** teachers required each year, based on needs for each of the elementary and secondary school levels by region.

It is estimated that 60% or **312** of the required total of **520** certified teachers will be assigned to the elementary level (Primary and Junior Divisions) and the other 40%, or **208**, will be assigned to the secondary level (Intermediate and Senior Divisions).

The need for teachers is primarily felt in compulsory subjects at the secondary school level. For information purposes, the following is a list of teaching subjects where demand for certified teachers is the greatest, based on the number of Letters of Permission issued in 2018-2019:

- > Français (18%)
- > Social Studies, Canadian and World Studies and Social Sciences and Humanities (16.5%)
- > Arts Education (15%)
- > English/Anglais (13%)
- > Science (12%)
- > Mathematics (9%)
- > Physical Education (9%)
- > Technological Education (7.5%).

Given the 4-semester (2-year) Enhanced Teacher Education Program, the actual number of teachers to be qualified should be reviewed annually in light of the number of new graduates to the profession each year, the labour mobility agreements and the number of Letters of Permission granted.

In other words, as the permanent positions currently occupied by holders of Letters of Permission are filled by certified individuals, the number of required teachers will gradually go down each year of the five-year projection.

Faculties of Education should carefully consider yearly data of subject area needs in their decision-making process and in recruiting and admitting candidates to their teacher training programs.

The current provincial teacher shortage in French-language schools is characterized by diverse regional needs, depending on the level, division and subject area. The expected provincial outcome broken down by region and by school level will help decision makers to determine the number of places that should be funded in the faculties of Education that provide Teacher Education Programs in French. The long-term solutions will help to alleviate the negative effects of the shortage.

IV – RECOMMENDATIONS OF THE WORKING GROUP

The Memorandum of Understanding (MOU) outlining the mandate of the Working Group specifies three focus areas for categorizing its recommendations. The Working Group is adding 2 more sections with additional recommendations for the evaluation and funding related to the implementation of the focus area recommendations. The **37** recommendations are presented under 11 topics, divided among the three focus areas of the MOU:

- > **Focus area 1:** Teacher training programs and labour market needs: **24** recommendations covering **9** topics;
- > **Focus area 2:** Encouraging professional integration and retention of new teaching personnel: **4** recommendations relating to one topic;
- > **Focus area 3:** Promoting the teaching profession and raising awareness of employment opportunities in French-language education: **2** recommendations relating to one topic; and
- > **Assessment:** **2** recommendations
- > **Funding:** **5** recommendations

The members of the Working Group considered it appropriate to expand on their recommendations which offer potential solutions or measures to be implemented. Clarifying details are provided on their scope, underlining essential elements which will serve as guidelines for assessing their implementation in achieving expected outcomes.

The teacher shortage issue is complex and it is necessary to act on several fronts simultaneously. Action is required on all recommendations to have a positive impact on the shortage.

The recommendations written in blue are considered a priority by the Working Group.

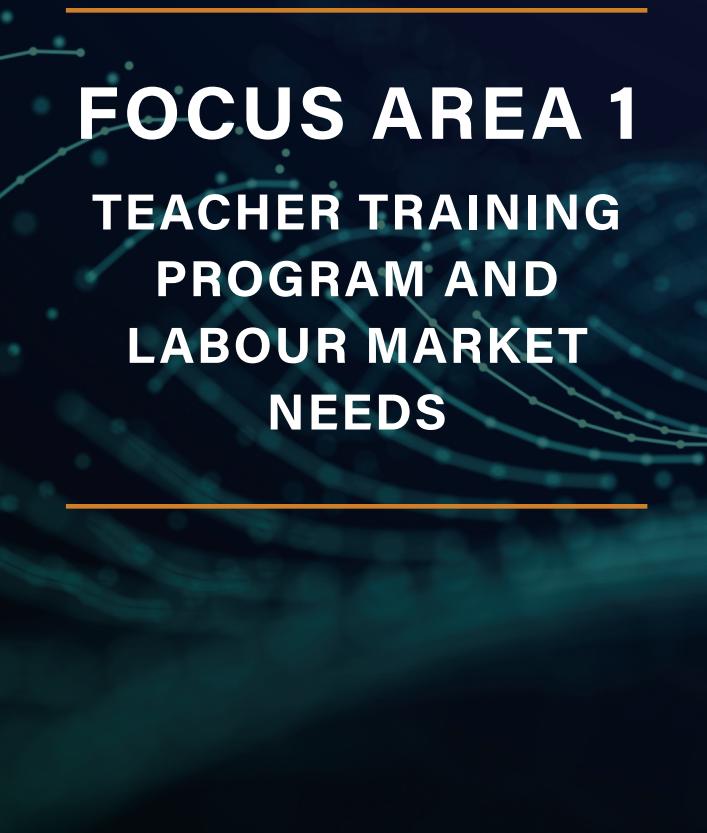
Recommendations written in green are ancillary to the priority recommendations and their implementation should be carried out concurrently.

The recommendations written in pink are long-term and require regulatory changes and an overhaul and modernization of teacher education programs in Ontario.

Collaboration between key partners, such as French-language school boards, provincial associations, faculties of education, the OCT, and the Ministry of Education is central to establish winning conditions that will lead to the successful implementation of the provincial action plan recommendations.

The recommendations of the Working Group listed below aim to:

- help the Government of Ontario meet its constitutional obligations under Section 23 of the Canadian Charter of Rights and Freedoms;
- enable Ontario to comply with its two Aménagement linguistique Policies (PAL) for French-language Education, the elementary and secondary PAL (2004) as well as the post-secondary education and training PAL (2011); and
- eliminate systemic barriers that prevent many Francophones from entering the teaching profession and those which lead teachers to leave the profession prematurely, factors which contribute to a reduction in the quality of the education provided to French-language education rightsholders of Ontario's Francophone community.



FOCUS AREA 1

TEACHER TRAINING PROGRAM AND LABOUR MARKET NEEDS

This focus area targets the establishment of initial training programs that meet labour market needs. This includes:

- assessing existing initial training delivery models by faculties of education;
- identifying new delivery models, with an emphasis on the intermediate/ senior division and technological education, and addressing the problem of low enrolment rates in these courses;
- reviewing the regulations and relevant processes to allow flexibility in program delivery methods so that they can respond to the realities of the French-language education system;
- reviewing funding for French-language teacher education programs in order to achieve the expected outcome in terms of the number of candidates to be certified in the coming years;
- the number of students to be recruited to fill the seats in the faculties of education funded by the Province;
- offering initial training practicums in the three regions of the province as well as training associate teachers and faculty of education professors to supervise the practicums.

FOCUS AREA 1 RECOMMENDATIONS

1- MARKET NEEDS

The Working Group recommends:

1.1 1.1 that Ontario fund the necessary measures to provide for 520 additional certified teachers annually, in part by funding a gradually increasing number of student seats in faculties of education offering teacher training programs in French over the course of the next five years (2021-22 to 2025-26).

CLARIFYING DETAILS:

- The previous section entitled “III - Projection Model” details the process used to identify the expected provincial outcome of **520** additional new teachers to be certified per year over five years. The total number of **1,050** certified teachers will need to be reached annually to make up for the shortage.
- In order to meet the annual demand for 520 new teachers, four main sources can be used in combination:
 - 1) an increase in student seats in Faculties of education offering teacher education in French;
 - 2) the recruitment of internationally certified teachers;

- 3) the hiring of newly qualified or experienced teachers from other Canadian jurisdictions through labour mobility agreements; and
- 4) the hiring of French-speaking teachers qualified by English-language faculties of education.

Two more avenues are possible to meet the 520 target through a reduction in the attrition rate by:

- 1) offering incentives to teachers nearing and eligible for retirement to delay their departure and take phased retirement, for example by offering them a reduced workload; these same incentives could be offered to those already retired to return to teaching; and
- 2) providing other incentives to attract teachers who have left the profession prematurely to return.

2 - INNOVATIVE MULTI-SESSION INITIAL TEACHER EDUCATION PROGRAMS

The Group recommends:

2.1 that the Government of Ontario provide targeted funding to faculties of education offering a teacher education program in French to develop multi-session programs in the three divisions: primary/junior, junior/intermediate, and intermediate/senior, and offer those programs on-line in all regions of the province, while considering the realities of the Franco-Ontarian education context.**

** A multi-session initial teacher education program is a part-time program that allows a student to receive a transitional certificate and be hired as a teacher by a school board after completing a minimum 12 post-secondary credits and 10-day practicum. This program can be staggered over a six-year period.

CLARIFYING DETAILS

Multi-session initial teacher education program

Ontario Regulation 176/10 - *Teachers' Qualifications* defines a multi-session program and specifies two basic elements of great importance for students: completion of a minimum of 12 post-secondary credits followed by a practicum of at least 10 days.

- Upon successful completion of these basic requirements, the candidate may apply to the OCT for a Transitional Certificate of Qualification and Registration.
- The person has six years to successfully complete the total requirements of the teacher education program attached to the transitional certificate, namely 60 credits and 80 days of practicum in a school environment.

- This part-time program offers the desired flexibility. As it is offered online, it allows candidates to stay in their community and complete their training on a flexible schedule, evenings, weekends or during the summer.
- Individuals holding a transitional certificate can hold permanent or long-term leave supply teaching positions and be paid.
- Once the full requirements above have been met, the person can ask the OCT to record the qualification of the completed division level on their general certificate of qualification and registration competence card.

The program aims to facilitate the certification of individuals who hold a university degree and who are currently working under a letter of permission as well as people choosing teaching as a second career.

The development of multi-session programs must consider

- the Franco-Ontarian reality; and
- reviewing the content of the basic and methodology courses to modernize it and include components such as digital online education, education in minority settings (PAL), classroom management, effective teaching guides, French-language learning (ALF), support programs for newcomers (PANA), multi-level classes and evaluation of student performance according to ministry policies.

Program features:

- Improved supervision of the 80 days of practicum to be carried out by experienced associate teaching staff and university advising professor who both make sure that the teacher candidate's practicum learning is supported in a sustained manner to ensure success.
- The host school must implement specific measures, under the aegis of the school board, to support teacher candidates with recent immigrant backgrounds.

3 - TEACHER EDUCATION PROGRAM FOR INTERMEDIATE/SENIOR DIVISIONS

The Working Group recommends:

- 3.1 that the government provide targeted funding to ensure faculties of Education offer courses in all areas of study in the intermediate and senior divisions and that the courses related to the various areas of study with low student enrolment be offered at least every two years;**
- 3.2 that Regulation 347/02 – *Accreditation of Teacher Education Programs* be amended to allow faculties of education offering programs in French to combine areas of study into one class offering to ensure sufficient enrolment for its viability, thereby accommodating students enrolled in courses with insufficient enrolment;**
- 3.3 that school boards, in cooperation with faculties of education and other providers, build networks in the province to implement new delivery models to offer AQs and ABQs courses.**

CLARIFYING DETAILS

Combination of areas of study

- The Working Group strongly advocates for increasing the number of teacher education programs at the intermediate/senior level and for providing more flexibility in student admission to this program to increase the number of qualified people at this level.
- The combination of single subject areas of study could be done easily and logically by reflecting the organization of the curriculum at the secondary level or by creating other groups with commonalities. Here are a few examples to illustrate this approach:
 - Sciences would include Biology, Physics and Chemistry;
 - History, Geography and Law grouped according to the Canadian and World Studies curriculum;
 - Mathematics could also include Computer Science;
 - First-language teaching: Français and English

Within the framework of such combinations of areas of study, it is possible to create a common “core” to focus on the “transversal” or transdisciplinary components, for example, by using a variety of planning, teaching, learning and assessment tools and strategies. The areas of study in Science, which would include Biology, Chemistry and Physics, is an excellent example.

It is then possible to offer, within the same course, components specific to any of the three areas of study to ensure the quality of the program.

It is also possible to combine the students of a given subject area at the intermediate level with those of the senior one by adopting a differentiated learning approach.

- Eighty percent (80%) of French-language secondary schools have fewer than 400 students. Teachers are often called upon to teach courses in two or three different subjects at the intermediate and senior divisions. The school must offer a sufficient range of courses so that students can obtain their secondary school diploma in four years. In 2018-19, the Ministry of Education’s regional offices issued approximately 140 temporary letters of approval to allow teachers who are not qualified in a particular subject at the secondary school level to teach that subject. This less-than-ideal phenomenon is on the rise, as the total number of temporary letters of approval has increased from 202 in 2016-17 to 285 in 2018-19.

Establishment of program delivery networks:

Among the initiatives to be promoted, the government and stakeholders should:

- enter into collaborative agreements to be able to offer the necessary supports for teaching the various areas of study (for example, access to laboratories for science courses);
- build networks in the province to offer courses in all areas of study, as well as ABQs and AQs.

4 - TRAINING FOR TECHNOLOGICAL EDUCATION IN FRENCH

The Working Group recommends:

- 4.1 that the Government of Ontario fund the development of a multi-session training program in technological education in French in 2021 and that it be offered each year starting in 2022;**
- 4.2 that the Government of Ontario fund the provision of courses in technological education with low student enrolment;**
- 4.3 that the OCT recognize the accumulated teaching experience in technological education acquired under letter of permission and allocate credits in this regard or eliminate the requirement of practicums to accelerate the certification of these teachers.**

CLARIFYING DETAILS

- In March 2018, the Ontario government announced its intention to prioritize programs related to skilled trades to encourage more secondary school students to choose a skilled trade.
 - The Technological Education training program has not been offered in French in Ontario since 2015 due to a lack of enrolment, as many candidates did not meet the admission criteria.
 - Students choosing to train in technological education must take their courses in the English-language education faculties, thereby fostering the assimilation of the Francophone population of Ontario.
 - The lack of qualified teachers in technological education hinders Francophone students in their quest to access various trades and meet the needs of the skilled trades labour market.
 - The multi-session training program in this area of study will allow candidates to teach with a transitional certificate while continuing their training until obtaining the general certificate of qualification and registration with qualifications for Grades 9 and 10 and for Grades 11 and 12 in a technological education subject listed in Appendix B of *Regulation 176/10 – Teachers' Qualifications*.

- In 2021, the first step will be to hire specialists to develop the teacher education courses in technological education, make them available online, and promote the program.
- The expectation is to have the first cohort of technological education students in 2022. In doing so, students in technological education will be able to receive a transitional certificate in 2023 and hold permanent positions and long-term leave positions as of 2023.
- It is understood that the priority will be to target people currently working under letters of permission. Recognizing years of experience acquired either by allocating credits in technological education or eliminating practicum days would accelerate their certification. There is a lack of associate teachers in technological education to supervise the training courses in technological education.

THE EXPECTATION IS TO HAVE THE FIRST COHORT OF TECHNOLOGICAL EDUCATION STUDENTS IN 2022. IN DOING SO, STUDENTS IN TECHNOLOGICAL EDUCATION WILL BE ABLE TO RECEIVE A TRANSITIONAL CERTIFICATE IN 2023 AND HOLD PERMANENT POSITIONS AND LONG-TERM LEAVE POSITIONS AS OF 2023.

5 - SCHOOL PRACTICUMS

The Working Group recommends:

- 5.1 that the government fund incentives such as, for example, compensation for travel and accommodation expenses, to individuals who must or agree to complete their practicum in remote areas;
- 5.2 that the government fund the development and delivery of a French-language training and support program for associate teaching staff who supervise trainees and that the associate teacher's qualification be entered on the Certificate of Qualification and Registration of the teacher who has successfully completed the requirements of this course;
- 5.3 that the Ministry of Education fund:
 - > the development of a portal to facilitate the organization and administration of practicums, and that this portal be integrated into the data management system being developed by the CLÉ;
 - > the implementation of flexible practicum models adapted to the French-language system; and
 - > the establishment of an improved support, supervision and mentoring system.

CLARIFYING DETAILS

- > Although practicums play a key role in initial teacher education, no funding is attached to this component, which imposes a heavy additional burden, in terms of money, time and personal life, not only on many teacher candidates, but also on faculty advisory staff and associate teaching staff of the school boards responsible for supporting teacher candidates.
- > **Development of a provincial portal:** such an initiative would help faculties of education and school boards expedite school placements by matching students with host schools ready to welcome them. Application processing is currently too lengthy and difficult, and often relies heavily on school administrators who are already overworked.
- > **Flexible practicum models adapted to the French-language education system** - As part of the feasibility study undertaken by the CLÉ and funded by Canadian Heritage and the Ministry of Education, the viability of the practicum models selected and adapted by the CLÉ to the Francophone context of Ontario should be assessed.



IMPROVED SUPERVISION AND SUPPORTS FOR STUDENT TEACHERS DURING PRACTICUMS

- **Improved supervision and support for teacher candidates** - The long work hours of people involved in the organization, monitoring, and supervision of practicums are important factors that cannot be ignored. Faculty professors and school board staff are already overworked.
- To enable experienced staff to ensure the quality of training and practicums in the school environment, incentives must be offered to universities and school boards to increase the number of university advisor professors and associate teachers. For example, school boards could establish support mechanisms for associate teachers, as well as a process for identifying new sources of teachers who could serve as associate teachers, such as board curriculum consultants and retirees.
- provide an increased lump sum for the associate teachers responsible for coaching and mentoring teacher candidates; additional financial incentives should be offered to these experienced teachers to cover the cost of pursuing graduate university courses or AQs or QBAs;
- cover the cost of training associate teachers and encourage them to enroll in the *Associate Teacher AQ course*;
- organize preparatory workshops for teacher candidates to enable them to be well oriented and prepared for a successful practicum;
- provide a maximum amount of \$5,000 per student teacher to refund expenses incurred for accommodation, travel, and a per diem of \$50, to encourage candidates who travel to remote and rural areas for their practicum.

6 - PROACTIVE RECRUITMENT FOR TEACHER EDUCATION PROGRAMS

The Working Group recommends:

6.1 that specific and targeted financial assistance be offered:

- a) to students who register for teacher education, through a combination of a student bursary and loan program; repayment of the loan would not be required for those who enter the French-language education system and successfully complete the New Teacher Induction Program (NTIP);**
- b) to school boards, to defray ABQ costs for teachers wishing to qualify for teaching at the intermediate/senior level;**

6.2 that the faculties of education in cooperation with French-language school boards implement measures to directly recruit senior secondary school students and university undergraduates of other faculties, with the goal of interesting them in a teaching career, making them aware of the advantages of the profession, informing them of the various teacher training program options and their prerequisites, and encouraging them to enroll in the program of their choice;

6.3 that the faculties of education or any competent authority review the admission criteria for teacher education programs to allow for the consideration of criteria other than the final grade of a bachelor's degree;

6.4 that the faculties of education conditionally admit candidates holding a Bachelor's degree, particularly those wishing to enroll in the intermediate/senior division, as well as professionals aiming for a second career, who do not have the number of university credits required for their chosen area of study.

CLARIFYING DETAILS

Recruitment

- There is a need for secondary school guidance counsellors and for university student services to coordinate proactive follow-up activities to help every student with the potential and desire to become a teacher to choose and enroll in the appropriate courses leading to the obtention of the coveted university degree in three or four years, depending on the area of specialization.

Financial aid

- Bursaries should be increased for students enrolling in French-language teacher education programs and even exempt from fees all those who register and complete the ABQ at the intermediate and senior divisions.

Admission criteria

- The admission criteria to teacher education programs should be more inclusive. For example, having an 80% average at the Baccalaureate level and passing the language proficiency test are requirements that constitute systemic obstacles, do not take into account the full range of individual qualities and experiences, and ignore future improvement potential of candidates interested in teacher education.

- These criteria should include a skills and experience profile demonstrating the candidate's interests in working with youth, such as being a coach of youth sports teams or language instructor, or their involvement in various other social or community activities. Such considerations could absolutely counterbalance having a less competitive below 80% average at the undergraduate university level. The faculties are closing the door to a significant potential pool of young people who, at this stage of their development, do not have the best grades, but have clearly demonstrated a passion to be actively involved with Franco-Ontarian youth and their community.

Conditional admission

- For candidates accepted conditionally to the teacher education program, a concurrent study plan could be developed to allow them to complete the number of credits required for the certificate of qualification and registration for intermediate/senior divisions. This would allow them to enroll in their major area of study of choice from the start of the program.

7 - FRENCH- LANGUAGE PROFICIENCY TEST AND THE NEW MATHEMATICS PROFICIENCY TEST

The Working Group recommends:

- 7.1 that the requirement of the French-language proficiency test for admission to the French-language teacher education program of the two faculties be eliminated for all persons who have successfully completed their secondary school studies and most of their university courses in French;
- 7.2 that the French- language proficiency test be administered for all solely for the purpose of identifying those who need a refresher course to enhance their language skills and to assess their current level of performance at the end of this course;
- 7.3 that any refresher course offered by the university be culturally adapted to the minority French-language context in Ontario;
- 7.4 that the government eliminate the requirement of the Mathematics Proficiency Test (MPT) or that it exempts Francophone graduates from faculties of education that offer a program in French. **

**** NOTE The members of the Working Group representing the Ministry of Education are not in a position to support this element.**

CLARIFYING DETAILS:

French-language proficiency test

- There is no requirement to successfully complete a language proficiency test to be admitted to English-language teacher education programs. For Francophones, this represents not only an additional requirement but unequal treatment, and even a discriminatory measure, in comparison with their anglophone counterparts in faculties of education.
- This disparity reduces the potential number of French-speaking graduates or delays their access to the labour market within French-language boards.
- Eliminating this test requirement does not automatically lead to lower performance or linguistic standards of French-speaking students in the teacher education program. On the contrary, it is about making them responsible for their learning of written and oral French. The language proficiency test will only identify areas for improvement. Students who need it will have to take and pass a refresher course in French to achieve the level of performance targeted by the education system and thereby ensure the recommended quality of teaching.
- In addition, all French-language school boards apply hiring practices which include an oral interview and a written component to ensure the quality of a new employee's French-language skills.

Mathematics Proficiency Test (MPT)

- To begin with, it is unreasonable to require a member of the teaching staff holding a certification for the primary and junior divisions to master the same content and the same pedagogy as those who have chosen to specialize in Mathematics at the intermediate and senior divisions.
- French-speaking students do well on the Provincial Mathematics tests for Grades 3, 6 and 9. Hence, neither the student's success, nor the French-speaking teachers' competence in Mathematics, are called into question.
- Faculties of education should offer compulsory courses in mathematics education for primary, junior, and intermediate divisions, as well as a basic arithmetic component.
- The New math curriculum for Grades 1-8 was revised in 2020 and the one for Grades 9 and 10 in 2005. Mathematical terminology has evolved, and several mathematical concepts have been added. Many candidates in the teacher education program have taken their last Mathematics course in Grade 11. For a minimum period of five years, these individuals were not exposed to the new mathematical terminology in French.
- New concepts have since been inserted into the curriculum with the goal of modernizing the subject to reflect the evolution of technology and the surrounding society. Candidates taking the test today do not necessarily have the current mathematical language in French to grasp the mathematical concepts in the Grade 9 mathematics course.
- The Math Proficiency Test (MPT) therefore represents an additional systemic barrier for Francophones and will inevitably lead to a decrease in the number of graduates from French-language teacher education programs. The shortage of French-language teachers in French-language schools will only get worse.

8 - INTERNATIONAL CERTIFICATION

The Working Group recommends:

- 8.1 that a pilot project be developed to create pathways with France to facilitate the establishment of a bilateral agreement between the OCT, the French-language education faculties of Ontario as well as the 12 French-language school boards and the competent authorities of France to recognize the experience of individuals trained to teach in their country of origin and rapidly certify teachers from France, making them eligible to teach in Ontario's French-language schools;
- 8.2 that this exercise of aligning the qualifications of teachers begin with the French Embassy and continue with other Francophone countries; that the number of people to be certified each year be subject to the provisions of each bilateral agreement between the competent authorities of Ontario and those of each Francophone country.

CLARIFYING DETAILS:

Pilot project

- The current context is favourable to encourage young people from France to choose Canada and more specifically French Ontario as a preferred destination for pursuing a career in education. We must take advantage of the existing relations between the two countries.
- As part of the pilot project, different models should be explored such as:
 - ▶ recognizing the certification of teachers holding Master métiers de l'enseignement, de l'éducation et de la formation (MEEF) awarded by France and who have a Canadian work visa, by automatically granting them, through the OCT, the general certificate of qualification and registration with conditions allowing them to teach only in French-language school boards. Further discussions with the OCT will be required to specify the applicable conditions;
 - ▶ allowing the granting of dual diplomas, qualifying a certain number of selected candidates to obtain both certification for teaching in France and in Ontario's French-language education system. Models already in place in other provinces could be used and adapted for implementation in Ontario; the following are only a few examples:

- dual degree - University of Regina and Institut national supérieur du professorat et de l'éducation (INSPÉ) de Nantes
 - dual degree between Simon Fraser University and the University of Tours
 - dual degree between Campus Saint Jean - University of Alberta and Université de Grenoble Alpes.
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- Tried and true models of dynamic and structured cooperation that already exist between certain Canadian English-language school boards and French Academies, and focused on teacher mobility, can be used as templates.
 - Currently, the OCT only grants certification if teachers have been pre-authorized to teach in their home country. Holders of the Master MEEF from an "Institut National supérieur du professorat et de l'éducation (INSPÉ) are certified teachers, authorized to teach in all schools in France. There is a large pool of individuals who have completed training at an INSPÉ who would like to come and work in Ontario. These people constitute a large pool of qualified and immediately accessible teaching staff for French-language schools in Ontario.

Bilateral agreements with other countries of the Francophonie

- Similar agreements could be signed with other countries of the Francophonie.
- Faculties and other providers such as institutes, school boards, and the Centre franco could offer the refresher and orientation courses required to facilitate the professional integration of new teachers from abroad.
- It would be important to work with the Immigration, Refugees and Citizenship Canada so that employment opportunities in French-language education in Ontario are known internationally.

9 - TEACHER EDUCATION PROGRAM SPECIFIC TO FRENCH-LANGUAGE EDUCATION: LONG-TERM PERSPECTIVE

The Working Group recommends:

9.1 that the government fund the establishment of a committee responsible for developing a teacher education model that would meet the long-term needs of Ontario's Francophone community;

9.2 that this committee explore the development of teacher education models such as:

► **a four-year concurrent and integrated Bachelor of Education (B.Ed.)**, which would include two years (four semesters) of undergraduate level (B.A) courses with a concentration in an area of study of the B.Ed. level, and two years (four semesters) of teacher education with practicums.**

► **a five-year concurrent and integrated specialized B. Ed., which would include three years (six semesters) of undergraduate level (B.A) courses with specialization in an area of study and a second area of study at the B. Ed. level, and two years (four semesters) of teacher education with practicums.**

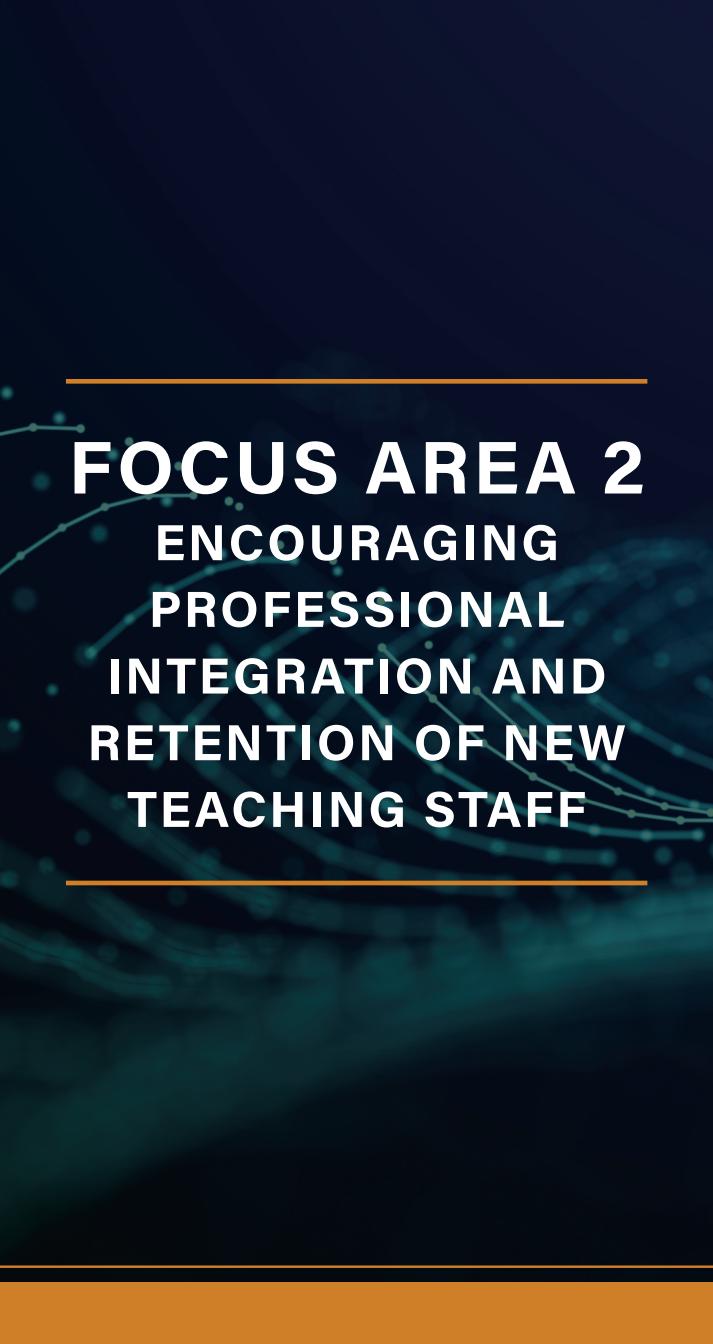
9.3 that this committee be composed of representatives of the Ontario College of Teachers (OCT), Ontario Ministry of Education (EDU), Ontario Ministry of Colleges and Universities (MCU), Association des enseignantes et des enseignants franco-ontariens [Association of Franco-Ontarian Teachers] (AEFO), Association des conseils scolaires des écoles publiques de l'Ontario [Association of Ontario French-Language Public School Boards] (ACÉPO), Association franco-ontarienne des conseils scolaires catholiques [Franco-Ontarian Catholic School Boards' Association] (AFOCSC) and other provincial education associations.

** Integrated concurrent B.Ed. is a teacher education program that integrates, on the one hand, the requirements of the Bachelor of Arts (B.A) and, on the other hand, those of the teacher education program for a specific division. Transversal and transdisciplinary learning as well as learning specific to the teaching area of study take place in a parallel and integrated manner.

CLARIFYING DETAILS:

Teacher Education program models

- Several universities, including the following, have shorter training programs:
 - ▶ Acadia University and the University of Victoria have a 16-month program;
 - ▶ The University of British Columbia (UBC) only requires 11 months;
 - ▶ Some Quebec universities have an integrated four-year Baccalaureate.
- Upon leaving high school, students could enroll in a four-year or five-year integrated B.Ed. Consideration should be given to developing a concurrent and integrated B.Ed. in Science and Technology, as well as another in Arts Education and in other areas of study; these programs could be offered by the faculties of education and, by mutual agreement, they could share the responsibility of offering one type of program per region. For example, Laurentian could offer the integrated B.Ed. in Science and Technology.
- The CLÉ's feasibility study on practicums in schools could inspire the establishment of innovative and relevant practicums for Ontario's Francophone community.
- This concurrent and integrated B.Ed. program could have online and face-to-face components without penalizing applicants from remote areas;
- The number of required practicum days (80 days) must be reviewed, as well as the other components of the teacher education program, in particular the foundation courses, as well as the methodology course components of the various areas of study and their delivery methods, to modernize them or make them more flexible.



FOCUS AREA 2

ENCOURAGING PROFESSIONAL INTEGRATION AND RETENTION OF NEW TEACHING STAFF

This focus area targets the establishment of support programs for new teachers to promote their retention in schools. This includes:

- assessing support programs currently offered to newly certified teachers in the French-language education system;
- studying the mentoring system and professional training offered under the New Teacher Induction Program (NTIP);
- identifying factors that would improve retention of new teachers;
- studying issues relating to the professional integration of teaching staff trained in other provinces or with an immigrant background;
- differentiating and adapting programs and approaches according to the needs of teachers trained in other provinces and abroad;
- working with Immigration, Refugees and Citizenship Canada to facilitate immigration pathways to attract Francophone teachers trained abroad to apply for teaching positions in French-language schools in Ontario.

FOCUS AREA 2 RECOMMENDATIONS

1 - NEW TEACHING STAFF FROM RECENT IMMIGRANT BACKGROUNDS

The Working Group recommends:

- 1.1 that additional funding be provided for hiring a specialist in interculturality and inclusiveness in each French-language school board to provide leadership to integrate new teaching staff with recent immigrant backgrounds;
- 1.2 that, as part of the New Teacher Induction Program (NTIP), elements of the guide supporting the program be enhanced to include coaching, mentoring, and tailor-made training for new teaching staff with recent immigrant backgrounds;
- 1.3 that the Ministry of Education be responsible for the following:
 - > creating resources, modules, and webinars in support of the NTIP;
 - > establishing support networks for new teaching staff in small schools that are the only ones at their teaching level and that do not have access to qualified mentors;
 - > establishing a program for the qualification and recruitment of professional mentors in sufficient numbers to adequately support practicum supervision, based on the number of new certified teachers annually.
- 1.4 that a data collection process be put in place to understand why teachers leave the profession early or prematurely; and that this process include a standardized exit interview template, developed and administered by a third party, to inform educational stakeholders and facilitate their respective decision-making processes.

CLARIFYING DETAILS

Specialists in interculturality and inclusion

- Funding specialist positions in the field of interculturality and inclusiveness would make it possible to set up targeted training courses on teaching in minority settings for newcomers, and appropriate training for members of the host school including administration staff. School administrator training and preparedness are essential to adequately supervise and support new teaching staff with recent immigrant backgrounds.
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New Teacher Induction Program (NTIP)

- Ontario is ahead of other provinces with this program which offers mentoring, training for new teachers and a performance appraisal process focused on a profile of 16 competencies grouped into eight domains.
 - It is important to add a component that sets out a detailed differentiated approach in respect of teaching staff with a recent immigrant background.
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Mentors

- The NTIP includes an enriched and intensive mentoring system during the first two years for new teachers. This support should be strengthened further and be provided by a team comprised of:
 - ▶ a trained and preferably certified mentor;
 - ▶ a curriculum consultant; and
 - ▶ the school principal.
 - School boards face enormous challenges in identifying mentors to support the professional integration of all new teachers.
-

- New teachers face many challenges such as classroom management, simple and complex technology, minority education, innovative teaching strategies, differentiated teaching, assessment as a learning tool, and parental engagement.
- Many education systems have an approach that is based on the transmission of knowledge centered on the teacher or the teacher and the subject matter. In Canada, constructivist pupil-centered approaches are prevalent, which requires redefining the way of doing things. This difference is accentuated in a Francophone minority setting by the role of cultural facilitator being added to the responsibilities of the teaching staff.
- At the University of Ottawa, just over 50% of students have a recent immigrant background and have not completed a bachelor's degree which would allow them to access teacher education in Canada. Many are looking for a second career. At Laurentian University, this proportion is around 30%. Although we do not have data on the demographic profile of new hires, we can infer that teaching staff with a recent immigrant background constitutes a growing proportion of new teaching staff.

Teachers leaving the profession

- It is important to understand the reasons why teachers leave the teaching profession prematurely. A confidential online questionnaire, developed and administered by an independent organization, should be completed by any certified teacher leaving the profession mid-career.
- Data analysis results compiled for each school board would be available only to that board.
- The provincial aggregation of this data would be compiled into a provincial report shared with all stakeholders.
- Such an initiative would allow these authorities to better understand the dropout phenomenon and would inform a targeted decision-making process for optimal teacher retention.

FOCUS AREA 3

PROMOTING THE TEACHING PROFESSION AND RAISING AWARENESS OF EMPLOYMENT OPPORTUNITIES IN FRENCH-LANGUAGE EDUCATION

This focus area targets the establishment of campaigns to enhance and promote the teaching profession in a minority context and to publicize teacher education programs and employment opportunities. This includes:

- General public campaign
- Campaign for potential candidates (university and secondary school students)
- Awareness campaign for parents
- Campaign developed jointly with other ministries or government bodies, for example, internationally.

FOCUS AREA 3 RECOMMENDATIONS

1- PROMOTING THE PROFESSION

The Working Group recommends:

- 1.1 that the Government of Ontario increase its financial contribution to amplify activities to enhance the profession and promote teaching careers among young people, parents, and government authorities in Canada and abroad, as part of the Centre franco's provincial campaign, endorsed by the 12 French-language school boards;
- 1.2 that promotion and marketing activities be coordinated between the Centre franco and the Canadian Teachers' Federation (CTF) to avoid duplication and recruit the highest possible number of candidates for teacher education and ensure the retention of new teaching staff.

CLARIFYING DETAILS

The professionalism of the teaching staff

- The pandemic confinement and social distancing have really made people realize the importance and positive effect teachers have on the lives of students and their parents. The promotion campaign must highlight the work of teaching staff in ensuring every student's success, including those with greatest needs.
- Teaching personnel have developed expertise supporting students in their learning process and helping parents to contribute to their child's learning. They also work in close cooperation with social workers to support student mental health and physical well-being.
- The school team, comprised of teachers, school administrators, and senior leaders, aims to implement winning conditions for learning, and to improve student performance and academic success.

Improving the image of the teaching profession

- The daily teacher workload has only increased over the years. Young people have developed a negative image of the teaching career, reinforced by the perception that teachers are widely seen as babysitters and not as highly trained education professionals who play a major role in addressing social issues, be it drug addiction or mental health problems.
- We must enhance the image of the teaching profession and make it attractive to students even before they leave secondary school.
- The teaching profession is a major pillar of an evolving, forward-thinking society and is made up of people with a social conscience.

V – EVALUATION

The Working Group recommends:

- 1.1 that a summative evaluation of the implementation of all of the recommendations be carried out annually and at the end of five years, to report on the progress made in reducing the shortage of teachers in the Ontario French-language education system;
- 1.2 that a provincial implementation committee be established to oversee the evaluation process and report on progress.

CLARIFYING DETAILS:

Achievement of the expected provincial outcome

- The achievement of the expected provincial outcome of 520 additional certified teachers per year, over five years starting in 2021-22, must be assessed on an annual basis. Progress in implementing all recommendations must also be evaluated according to performance indicators linked to the expected annual outcome. Both a summative and formative yearly evaluation will therefore be necessary to assess their effectiveness in reducing teacher shortage.
- Faculties of education already collect data on the annual number of graduates from their initial teacher education programs. These organizations also compile data on the number of individuals, qualified by out-of-province and overseas jurisdictions, that they recommend to the OCT for certification to teach in Ontario's education system. This data will complement that of the OCT, the Ministry of Education, the Ministry of Colleges and Universities and the 12 French-language school boards. These publicly available sets of data can be used to develop the two types of evaluation which will create a process for a continuous measurement of the implementation of the recommendations.

- The progress made within each of the recommendations, grouped according to the three focus areas, shall be monitored and noted on an ongoing basis. The annual review should focus on two main elements of the provincial action plan: the expected provincial outcome, analyzed for each of the three regions, and identifying preferred potential solutions to address teacher shortage.

The provincial committee responsible for overseeing the implementation of the recommendations

- The committee responsible for overseeing the implementation of the recommendations would be comprised of representation from key education partners such as the AEFO, ACÉPO, AFOCSC and other provincial associations, faculties of education, the OCT, the Ministry of Education, the Ministry of Colleges and Universities and French-language school boards.

Tender process

- A request for proposals (RFP) would be sent out to consulting firms with evaluation expertise and experience in assessment within Ontario's minority-language education and minority community settings. Each firm would detail its approach as well as the processes and procedures contemplated to carry out a formative and summative evaluation of the implemented courses of action. This tendering process should be launched in 2021 to encourage firms specializing in evaluation and assessment to submit proposals in respect of the recommendations submitted by the Working Group in this Report, including measures they would take in respecting parameters set out in the RFP.
- An estimated total of \$500,000 over five years will be required to initiate and complete the full evaluation process province-wide.

PERFORMANCE INDICATORS: QUANTITATIVE AND QUALITATIVE

Two types of performance indicators, quantitative and qualitative, will be used to measure the achievement of the provincial results and the progress related to the recruitment and retention of Francophone teaching staff in relation to the recommendations in the three focus areas of intervention.



QUALITATIVE INDICATORS:

- **Retention of new teaching staff:** The type of mentoring and other supports received by new teachers over a period of five years, the level of punctual or occasional assistance provided when needed, the type of training offered to new teachers and its accessibility level.
- **Quality of practicums:** Comments collected from teacher education students: relevance of the practicum, quality of support received and type of supervision during the practicum.



QUANTITATIVE INDICATORS

- **Qualifications:** The number of qualified candidates from faculties of education and the number of such persons certified by and becoming members of the OCT. This data to be compiled yearly, and, as applicable, provincially, regionally, and by academic subject.
- **Access:** The number of applicants in the three regions who have access to a teacher education program and relevant practicum placements in a remote school setting.
- **Enrolment in teacher training programs:** The enrolment rate per year in the programs offered by the two faculties of education: Laurentian University and University of Ottawa at its two campuses.
- **Funding of seats in teacher education programs:** The number of seats funded in faculties of education for each of the three divisional qualification options.
- **Promoting the profession:** The effectiveness of promotional campaigns with the different target populations: for example, the satisfaction rate of people who participated in promotional campaign activities, the number of participants according to target group: parents, students, undergraduates at the bachelor level, and secondary school students.
- **Retention of new teaching staff:** The number of new teachers remaining in the profession after each year, for a period of five years.

VI – REQUIRED FUNDING

The Group recommends:

- 1.1 that the Government of Ontario, through the Ministry of Colleges and Universities, sign a parallel agreement to the Strategic Mandate Agreements (SMA3) for 2021-25, with the Faculty of Education of the University of Ottawa, Laurentian University's French-language *École des sciences de l'éducation* and the *Université de l'Ontario français*, providing a protected and targeted funding envelope to cover the additional costs incurred to offer minority French-language teacher education programs;
- 1.2 that, under that parallel agreement, Ontario fund on a yearly basis additional student seats in the faculties of education to achieve by 2025-26 the certification of an additional 520 teachers, by funding an adequate number of student seats in all French-language teacher education programs each year, primarily in multi-session programs, until a balance has been achieved in the French-language education system between the demand for certified teachers and the supply of a workforce qualified by the faculties of education and certified by, and with membership in, the OCT;
- 1.3 that the Government of Ontario through the Ministry of Education, create a budget envelope dedicated exclusively to elementary and secondary education for the 12 French-language school boards to facilitate the implementation of the Working Group's recommendations;

1.4 that an implementation plan be developed jointly by the faculties of education and the 12 French-language school boards to establish yearly protected enrolment targets (student seats) dedicated exclusively to the French-language teacher education programs, to achieve the expected number of new graduates required each year over the course of the next five-year period;

1.5 that the Government of Ontario, through the Ministry of Education and the Ministry of Colleges and Universities, ensure the permanence of the most impactful projects in addressing the shortage of teaching staff in the French-language education system; these projects are currently funded by the Department of Canadian Heritage until 2021-22 as part of its Teacher Recruitment and Retention Strategy in Minority French-Language Schools.

CLARIFYING DETAILS:

Recommendations 1.1 to 1.5 in this section apply to the funding of all the other previous recommendations contained in the three focus areas and the preceding section on evaluation. Each element of the 37 recommendations that require funding at both the post-secondary, elementary and secondary levels is listed and quantified in two targeted funding envelopes to cover the additional costs of offering teacher training programs in minority settings, to increase the retention of French-speaking teaching staff and to promote the teaching profession.

- It is important to establish protected and targeted funding for faculties of education student seats in the French-language teacher education programs, independently and separately from the funding of such seats for French as-a- second language programs;
- The enrolment ceiling system for French language teacher education programs must be eliminated. The number and share proportion of seats reserved for Francophone students in faculties offering programs in French at the various divisions and levels must be increased;
- The new Université de l'Ontario français (UOF) intends to submit a multi-session teacher education program to the Postsecondary Education Quality Assessment Board for approval in 2021. If the program is subsequently approved by the OCT and the Minister, the UOF should be able to offer the program to the first cohort of students in 2022. The target audience includes people working under a Letter of permission, persons trained abroad or opting for a second career, in addition to student candidates wishing to enrol in the regular teacher education program and qualify in one of the three divisional teaching options. UOF is a university that promotes collaboration with other post-secondary institutions in a spirit of complementarity.

It will offer flexible pathways and work in a consortium approach with other faculties to offer online courses.

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- Projects approved and funded by the Department of Canadian Heritage as part of the Teacher Recruitment and Retention Strategy in Minority French-Language Schools are described for reference purposes in Appendix 2.
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The Working Group has not indicated any funding for the 2020-2021 fiscal year as there are only a few months remaining until March 31, 2021, the fiscal year end date. If, however, funding was to become available, the Working Group suggests funding program development at the post-secondary level and the development of the portal at the elementary/secondary level.

TWO ENVELOPES OF ADDITIONAL FUNDING REQUIRED FOR MINORITY-LANGUAGE EDUCATION IN RESPONSE TO THE WORKING GROUP'S RECOMMENDATIONS

POST-SECONDARY ENVELOPE:

*** Target of 520 additional teachers per year is phased in over five years. To fill the shortfall, the province must rely on other sources of teachers such as teachers certified abroad and through labour mobility agreements in Canada.

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Gradual target of up to 520 student seats *** \$12,500 (provincial grant x 2021-22: $(150 \times \$6,250) =$ 2022-23: $(300 \times \$6,250) + (150 \times \$6,250) =$ 2023-24: $(300 \times \$6,250) + (450 \times \$6,250) =$ 2024-25: $(450 \times \$6,250) + (520 \times \$6,250) =$ 2025-26: $(520 \times \$6,250 \times 2) =$ Recommendations: focus area 1 -1.1, Funding -1.2	0.9375 M	2.8125 M	4.687 M	6.0625 M	6.5 M
Development of teaching programs and refresher courses $(\$180,000 \times 10 \text{ programs}) + (25,000 \times 20 \text{ refresher courses}) =$ Programs; 1 - technological education, 3 – multi-sessions programs, 6 combinations of areas of study in intermediate/senior, accessible online to all faculties of education. 20 refresher courses in French, Mathematics, cultural orientation and Catholic education Recommendations: Focus Area 1 - 2.1, 4.1 and 7.3	2.3M	2.3 M	1.0 M	1.0 M	1.0 M
Provision of courses with low enrolment $\$18,500 \times 30 \text{ classes} =$ Recommendations; Focus Area 1 - 3.1 and 4.2	0.555 M				

	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
Building networks and program delivery partnerships Recommendation: Focus Area 1 - 3.3	0.2 M				
School practicums \$5,000 maximum per student x 500 = Recommendation: Focus Area 1 - 5.1	2.5 M				
University advisor professors \$1,000 x 150 (2021-22), 300 (2022-23), 450 (2023-24), 520 (2024-25) and 520 (2025-26) = Recommendation: Focus Area 1 - 5.3	0.15 M	0.3 M	0.45 M	0.52 M	0.52 M
Supervision of practicums \$100 per diem for associate teachers x 40 days x 150 teacher candidates = Number of teacher candidates increase per year: 300, 450, 520 Recommendation: Focus Area 1 - 5.3	0.6 M	1.2 M	1.8 M	2.08 M	2.08 M
Incentive bursaries for intermediate / senior enrolment 200 (# letters of permission) x \$12,000 Recommendation; Focus Area 1 - 6.1	1.2 M	2.4 M	2.4 M	2.4 M	2.4 M

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Recruitment of students \$100,000 (recruiting agent salary) x 3 faculties + \$100,000 (recruiting activities) x 3 faculties = Recommendation: Focus Area 1 - 6.2 Student recruitment	0.6 M	0.6 M	0.6 M	0.6 M	0.6 M
International pilot project Recommendations: Focus Area 1 - 8.1 and 8.2	0.2 M	0.2 M	0.2 M	0.2 M	0.2 M
Integrated B. Ed. (long-term) Recommendations: Focus Area 1 - 9.1 and 9.2	0.5 M	0.5 M	0.25 M	0.25 M	0.25 M
TOTAL	9.7425 M	13.57 M	14.892 M	16.6175 M	17.0475 M

**DEDICATED ENVELOPE FOR
ELEMENTARY AND SECONDARY:**

	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
Development of a portal, programming and data collection in 2021-22, testing, modifications and implementation in 2022-23, maintenance of the portal in 2023-24, 2024-25 and 2025-26	0.5 M	0.25 M	0.1 M	0.1 M	0.1 M
Recommendation: Focus Area 1- 5.3					
Support - intermediate / senior AQB course 200 individuals (# based on letters of permission) x \$800 =	0.16 M				
Recommendation: Focus Area 1 - 6.1					
Active recruitment of high school students - once a year - career fair on: (108 schools x \$250 (½ day supply for the organization) + (13,100 11 th and 12 th grade students x \$10.00) =	0.1445 M				
Recommendation: Focus Area 1 - 6.2					
NTIP improved ¹ (4 days' supply teaching x \$250 per new teacher) + (\$1,000 training per new teacher) + (4 days' supply teaching per mentor or equivalent program x \$250) Number of teacher candidate increases per year: 150 (2021-22), 300 (2022-23), 450 (2023-24), 520 (2024-25) and 2024-25	0.450 M	0.900 M	1.350 M	1.560 M	1.560 M
Recommendations: Focus Area 1 - 5.2 and 5.3					

¹ this item must be recalculated for the school year and not the fiscal year

**YEARLY FUNDING OF TWO
ENVELOPES**

	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
Collection of data on vocational dropout Recommendation: Focus Area 2 - 1.4	0.1 M	0.1M	0.05 M	0.05 M	0.05 M
Specialists in interculturality 12 x \$100,000 Recommendation: Focus Area 2 - 1.1	1.2 M	1.2 M	1.2 M	1.2 M	1.2 M
Promotional campaign Recommendation: Focus Area 3 - 1.1	0.5 M	0.5 M	0.5 M	0.5 M	0.5 M
Evaluation Recommendations: Evaluation - 1.1, 1.2 Funding 1.4	0.1 M	0.1 M	0.1 M	0.1 M	0.1 M
Sustainability of Canadian Heritage projects Recommendation: Funding - 1.5	-	0.5 M	0.5 M	0.5 M	0.5 M
TOTAL	3.1545 M	3.8545 M	4.1045 M	4.3145 M	4.3145 M
	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
Financial envelope for postsecondary	9.7425 M	13.57 M	14.892 M	16.6175 M	17.0475 M
Financial envelope for elementary and secondary	3.1545 M	3.8545 M	4.1045 M	4.3145 M	4.3145 M
TOTAL	12.897 M	17.4245 M	18.9965 M	20.932 M	21.362 M

VII – CONCLUSION

The French-language education system is facing a critical shortage of qualified teachers. The time to act is now. Since 2016, a serious shortage of certified French-speaking teachers has only gotten worse. The immediate and methodical implementation of the 37 recommendations set out in this report will not only ensure a better quality of education for Ontario's young Francophones, but will also enable the Province to meet its constitutional obligations.

The proposed action plan aims to eradicate the shortage within a reasonable timeframe and restore the necessary equity between the two linguistic education systems to work toward improving student performance and achieving academic success for all students.

The Working Group proposes a **blitz action** in three phases.

PHASE 1

For **Phase 1**, starting in 2021, the Working Group proposes a focus on providing funding for an amalgam of 13 priority recommendations, which will have an immediate positive impact on the shortage of teachers in the French-language education system. For easier identification, the 13 priority recommendations are written in **blue** in this report. Their immediate implementation is essential to help the 12 French-language school boards in their ability to recruit and retain certified teaching personnel.

The Working Group proposes that Ontario implement the variety of measures required to ensure the availability of 1,050 certified teachers every year over the next five years. This number is slightly less than was the case in 2014-2015 when the number of graduates in faculties of education was at 1,125.

To meet the grand total of 1,050, it is important for all partners, working collaboratively, to:

- ensure the French-language education system has access to an annual pool of 520 additional certified teachers through a combination of targeted and financially supported measures, specifically:

- increasing significantly the number of government-funded student seats in all types of teacher education programs in French, primarily in multi-session programs;
 - offering financial incentives specifically targeted to new graduates of French-language teacher education programs, especially individuals certified for the intermediate and senior divisions, conditional upon their accepting a teaching position in one of Ontario's public or catholic French-language school boards;
 - relaxing the admission criteria to increase the number of candidates eligible for the transitional certification which allows them to hold positions from the first year of training, and six years to complete the requirements of the multi-session teacher education program;
 - setting up a pilot project to build bridges dedicated specifically to Ontario certification for teachers trained abroad, particularly in France or in another French-speaking country; in France, for example, there is a pool of unemployed certified people who would be willing to take up a teaching position within a French-language school board in Ontario with an incentive such as, for example, an employment offer of at least 2 years and a supporting Canadian work visa;
 - establishing an annual promotional campaign and targeted incentives by the government and French-language school boards aimed at recruiting and hiring French-speaking newly certified or experienced teachers from other Canadian jurisdictions, through the labour mobility agreements.
- Faculties of education that do not meet their yearly target for the registration of candidates in teacher education programs must question themselves and examine the type of program offered to the Francophone population and the mode of delivery. It is important to:
- develop multi-session programs more specifically for students registered for certification at the intermediate/senior division level and in Technological Education;
 - fund courses in areas of study having low enrolment;
 - offer remoteness bonuses to teacher candidates to attract them to communities other than urban centres and pursue their practicums there. Such an initiative could lead them to want to settle there once certification has been obtained.

In order to promote the retention of new teaching staff and promote the teaching profession, the following is important:

- fund the hiring of specialists in interculturality and inclusiveness who could act as mentors in NTIP; and
- fund enhanced provincial promotional campaigns.

PHASE 2

Phase 2 consists of **21** recommendations written in **green**. They are ancillary to the priority recommendations and should be treated as such and implemented concurrently. They specify and complement the priority solutions, thus forming a set of practical strategies in the areas of teacher education programs, professional integration and retention, promotion of the teaching profession, including assessment and funding required, to gradually eliminate the shortage.

PHASE 3

Phase 3 recommendations in **pink** are staggered over several years and will require in-depth research and conceptualization on innovative teacher education programs specific to French-language education in Ontario. The Working Group proposes an integrated 4-year B. Ed. Degree and an integrated 5-year Honours B. Ed. Degree to meet the needs of the Ontario Francophonie.

The total cost of all recommendations for the post-secondary, elementary and secondary education sectors is estimated for each of the five-year plan in the following table:

	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
TOTAL	12.897 M	17.4245 M	18.9965 M	20.932 M	21.362 M

An additional amount should be identified for 2020-2021 to start implementing recommendations related to developing programs and resources. This amount could be identified within the ministries' budgets, if money is available.

An implementation plan for the 37 recommendations will need to be developed with key education partners including, among others, French-language faculties of education, the 12 French-language school boards, the OCT, EDU, MCU, AEFO, ACÉPO, AFOCSC and other education associations.

The mobilization of these key education partners is essential to establishing partnerships and teacher education program delivery networks and to the development of support resources. The Working Group has attempted to avoid duplicating any projects funded by Canadian Heritage regarding the teacher shortage issue, focusing instead on linking with these projects to maximize their impact on French-language schools in Ontario.

The Working Group has developed a vision for the future supported by concrete action solutions to overcome the shortage of teachers in Ontario's French-language education system. The teaching profession has proven to be a key career for the future of our society and, more specifically, for the flourishing and growth of Ontario's French-speaking community, in accordance with Section 23 of the *Canadian Charter of Rights and Freedoms, 1982*.

APPENDIX - 1

FRENCH-LANGUAGE TEACHER TRAINING PROGRAMS IN 2020-21

1 - ÉCOLE DES SCIENCES DE L'ÉDUCATION - LAURENTIAN UNIVERSITY

TYPE	DIVISIONS	DELIVERY METHOD	PRACTICUM DURATION DAYS	PREREQUISITES	START DATE SEMESTER	DURATION
Consecutive	Primary/ Junior	On campus in person	96	University diploma or 90 credits	Fall	2 years
	Junior/ Intermediate					
Hybrid - multi-sessions	Junior/ Intermediate	Online + 1 week in person	96	University diploma or 90 credits	Summer	3 years
Concurrent	Junior/ Intermediate	On campus in person	96	6 U/C courses - Grade 12	Fall	5 years

Laurentian University's School of Education has suspended the intermediate/senior training program for 2020-2021.

APPENDIX - 1

FRENCH-LANGUAGE TEACHER TRAINING PROGRAMS IN 2020-21

FACULTÉ D'ÉDUCATION OF THE UNIVERSITY OF OTTAWA

Type	Divisions	Delivery Method	Practicum Duration Days	Prerequisites	Start Date (Semester)	Duration
Consecutive	Primary/* Junior	On campus in person	80	University diploma or 90 credits	Fall	2 years
	Junior/* Intermediate					
	Intermediate/ Senior**					
Consecutive multi-session	Primary/ Junior	Online	80	University diploma or 90 credits	Summer	3 years
	Junior/ Intermediate					

*Offered at three campuses: Ottawa, Toronto and Windsor

**Available in Ottawa only

Bidisciplinary BA in communication and French Studies - 120 credits in communication + 60 credits in education + practicums according to the chosen divisions.

Below is the list of academic options for intermediate/higher education offered at the Faculty of Education at the University of Ottawa in 2020-2021.

Français

French as a second language

English as-a-first language

History

Mathematics

Health and Physical Education

Science: biology

Science: chemistry

Science: physics

The University does not allow the combination of program options in the choice of areas of study.

Below is the list of school options that are **NOT** offered in 2020-2021:

Dramatic arts

Visual arts

Business and commerce: accounting

Business and commerce: entrepreneurship

Business and commerce: information and communication technologies

Technological education (under revision)

Law

Religious studies

Computer science

Instrumental music

B. Sc. Specialized in science / B. ED (intermediate and Senior divisions) under review

Regulation 176/10 - Teachers' Qualifications presents the list of qualifications for the intermediate and senior divisions in general education in Appendix A.

<https://www.ontario.ca/fr/lois/reglement/100176#BK72>

APPENDIX 2

TEACHER SHORTAGE PROJECTS

Projects funded by Canadian Heritage on the shortage and retention of Francophone teaching staff - 2020-21 to 2022-23

In 2019-2020, Canadian Heritage, the Ontario Ministry of Education and the Ontario Ministry of Colleges and Universities funded a total of \$2,235,533. for projects to address the shortage of French-speaking teachers and promote their retention in schools. Other pan-Canadian projects with an implementation component in Ontario schools also received funding. These projects are described below for information purposes. The Working Group advocates for coordinating implementation activities to avoid duplication.

FOCUS AREA 1 - TEACHER TRAINING PROGRAMS AND LABOUR MARKET NEEDS

- 1) **Feasibility study on training practicums** by the Centre de leadership et d'évaluation [Francophone Centre for Leadership Assessment] (CLÉ)

The goal of the project is to raise the profile of the teaching profession and promote it, increase the retention of its members and ensure greater integration of Francophone cultural diversity within all teaching staff in each region of the province.

The CLÉ will carry out a feasibility study to determine the viability of the practicum models that it will select and adapt to the Francophone context of Ontario. Individual consultations with key partners, the 12 French-language school boards and 2 faculties of education will make it possible to identify current practices in French-language teaching in minority settings and to address related needs and challenges. It will present practicum models adapted to the French-language Ontario context and highlight favorable conditions to facilitate effective implementation of theses practicums.

2) A data management system to identify the demand for teaching staff by the Centre de leadership et d'évaluation [Francophone Centre for Leadership Assessment] (CLÉ)

CLÉ is developing a data management system specific to the French-language education system in Ontario. The project involves the conceptualization of a system integrating data from the Ontario College of Teachers, French-language school boards, the Ministry of Education and Faculties of Education, and includes the development an interactive cartographic visualization tool to ensure the effective implementation of recruitment and retention strategies for French-language teaching staff.

3) Improving language skills for students in teacher training by the University of Ottawa

The University of Ottawa is working on redesigning a system for assessing and supporting the linguistic skills of candidates for French-language teacher education in Ontario. The redesigned and validated language entrance exam will focus on the sociolinguistic context of French Ontario and of the teaching profession in a French-speaking minority context. This will involve determining the grammatical and sociolinguistic skills necessary to pursue a teacher education program in a minority context and implementing support measures within the program to enable candidates to reach an acceptable level, i.e., an 80% pass rate in the compulsory language proficiency test at the end of the teacher education program.

4) Intercultural training by the University of Ottawa

The University of Ottawa selects schools, associate teachers and student teachers to attend training workshops in order to develop intercultural concepts. In the short term, this project will allow students with an immigrant background as well as teaching staff to have targeted support with mentors trained in intercultural relations. In the long term, this project will help increase the number of qualified teachers in the minority French-language education system.

5) Special short-term project to support school boards in times of Covid-19 by the EDU

Equally fund the 12 French-language school boards to improve the working conditions of associate teachers who support teacher candidates during their online practicum and/or to strengthen the distance education delivery model. If this project is approved, incentives will be offered to associate teachers, practicums will be offered in remote regions, and digital virtual capacity will be increased in these regions; access to online tools and resources will be improved so that teacher candidates feel supported during their practicum. Faculties will be able to identify best practices for practicums that meet the needs of teacher candidates and associated teaching staff in online learning. This funding is pending approval.

6) Awareness campaign in the faculties of education in Quebec
- by Association canadienne de l'éducation de langue française (ACELF)

An awareness campaign, carried out in nine faculties of education in Quebec, focuses on offering practicums in minority settings for 54 students in Canada. In Ontario, the following five French-language school boards will welcome teacher candidates from Quebec: Conseil scolaire catholique Mon Avenir, Conseil scolaire catholique Providence, Conseil scolaire catholique du Centre-Est, Conseil scolaire catholique du Nouvel-Ontario and CSDC des Aurores boréales. The main stages of the project consist in recruiting and preparing teacher candidates, organizing practicums in minority settings, producing testimonials and assessing their practical experience.

FOCUS AREA 2 - ENCOURAGING PROFESSIONAL INTEGRATION AND RETENTION OF NEW TEACHING PERSONNEL

1) Training and support service for new teaching staff by Centre franco

The Centre franco establishes a training and support service for new teaching staff, long-term supply teachers and non-qualified staff.

This training, support, mentoring or coaching service is offered by 14 curriculum consultants in a differentiated context in collaboration with the curriculum services of the 12 French-language school boards. Additionally, an ad hoc online help service supports teachers from the 12 school boards. Teachers receive immediate assistance in solving problems they will need to face the next day.

2) Self-study modules by Centre franco

The Centre franco develops ten self-study modules on topics essential to teaching and learning in a minority context. Literacy in all subject areas, the new grammar, the differentiated learning approach are examples of topics addressed in these self-study modules. This project will enable new teachers and substitute staff to develop a sense of professional effectiveness.

3) Welcoming practices and integration to promote the retention of new teaching staff with recent immigrant backgrounds by ADFO and AEFO

ADFO and AEFO, in partnership with Les Éducateurs francophones du Manitoba (ÉFM) and the Faculty of Education of Laurentian University, are developing resources and training to improve the welcoming and integration in schools for new teachers and student teachers with immigrant backgrounds. The goal is to increase the capacity of management staff, mentors and associate teaching staff to work in an intercultural context, to establish welcoming structures favorable to their retention and integration in the school environment.

4) Local initiatives to build and maintain a pool of qualified teachers by EDU

- The school board can use the funds to implement local initiatives to help build and maintain a pool of qualified teachers while promoting diversity and equity for historically disadvantaged groups. Initiatives may include: Incentives offered to teachers on temporary letters of approval to obtain their certification;
- reimbursement of the tuition fees of these individuals if they follow and complete a multi-sessions program in one of the two French-language education faculties;
- incentives for qualified teachers such as reimbursement of costs related to specific professional development, AQ and ABQ;
- recruitment campaigns with French-language education faculties and other Francophone organizations;
- resources for historically disadvantaged groups, to support diversity and equity within the profession.

5) Enseigner : un choix professionnel pour la vie! - a pan-Canadian project of the Fédération nationale des conseils scolaires francophones (FNCSF)

School principals, educational consultants and those responsible for identity building in elementary and secondary schools in minority settings in Canada will receive training on their role as cultural facilitators. They will become trainers of trainers to promote the retention of teachers with less than five years of experience in French-language schools. New teaching staff will be informed of the resources and tools developed on the particularities of teaching in French, such as educating on the French language and Francophone culture, the development of intercultural skills and support for building students' identity.

FOCUS AREA 3 - PROMOTING THE TEACHING PROFESSION AND FOSTERING EMPLOYMENT OPPORTUNITIES IN FRENCH-LANGUAGE EDUCATION

1) Campaign to highlight, retain and promote the teaching profession in Ontario by Centre franco

The Centre franco works in collaboration with human resources of the 12 French-language school boards to identify needs and create orientations that meet school board expectations. The team responsible for the project is developing a centralized online platform to promote the teaching profession and to recruit qualified French-speaking teaching staff. The numerous audiences targeted in this promotional campaign are high school students, students in teacher training, undergraduate and master's degree students, new graduates, graduates currently unemployed or looking for a new career, graduates with an immigrant background, qualified teaching staff from other provinces and Francophone countries. This campaign targets specific groups using a variety of media, formats and platforms.

2) Campaign to highlight, attract and promote the teaching profession at the pan-Canadian level by the CTF

The Canadian Teachers' Federation (CTF) will set up a promotional campaign in the 10 provinces and 3 territories, called *Enseigner, ça me parle* [Literal translation: *Teaching, that speaks to me*]. This campaign primarily targets young Francophones aged 16 to 24, but also the general public of Canadian Francophones living in a minority context. The *Improtéine* Group, acting as an ambassador for the profession, reaches target audiences with the help of 25 humour videos.

The CTF oversees the project in collaboration with five partners: the Fédération de la jeunesse canadienne-française (FJCF), the Commission nationale des parents francophones (CNPF), the Association canadienne d'éducation en langue française (ACELF), the Fédération nationale des conseils scolaires francophones (FNCSF) and the Regroupement national des directions générales de l'éducation (RNDGÉ).

APPENDIX 3

DEFINITION OF ACRONYMS

ACELF	Association canadienne de l'éducation de langue française	CLÉ	Centre de leadership et d'évaluation [Francophone Centre for Leadership Assessment]
AEFO	Association des enseignantes et des enseignants franco-ontariens	CNPF	Commission nationale des parents francophones
ACÉPO	l'Association des conseils scolaires des écoles publiques de l'Ontario [Association of Ontario French-Language Public School Boards]	ÉFM	Éducateurs francophones du Manitoba
ADFO	Association des directions et directions adjointes des écoles franco-ontariennes [Association of Franco-Ontarian Principals and Vice-Principals]	SMA	Strategic Mandate Agreement
AFOCSC	Association franco-ontarienne des conseils scolaires catholiques [Franco-Ontarian Catholic School Board Association]	FTE	Full-time equivalent
ALF	French learning for beginners	CTF	Canadian Teachers' Federation
APD	English learning for beginners	FJCF	Fédération de la jeunesse canadienne-française
B.A.	Bachelor of Arts	FNCSF	Fédération nationale des conseils scolaires francophones
B.Ed.	Bachelor in Education	IRCC	Immigration, Refugees and Citizenship Canada
CTA	Council of Trustees' Associations	EDU	Ontario Ministry of Education
		MCU	Ontario Ministry of Colleges and Universities
		OCT	Ontario College of Teachers
		PAL	Aménagement linguistique policy

APPENDIX 3 - CONTINUED

DEFINITION OF ACRONYMS

PANA Programmes d'appui aux nouveaux arrivants

RNDGÉ Regroupement national des directions générales de l'éducation

AQ Additional Qualification course

ABQ Additional Basic Qualification course

OnSIS Ontario School Information System

MPT Mathematics Proficiency Test

MOU Memorandum of Understanding

TCLF French language proficiency test:

UBC University of British Columbia

UOF Université de l'Ontario français

APPENDIX 4

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APPENDIX 5

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