

Appendix H

Guiding Questions to Review School Boards' Websites
Re: Promoting Employment Opportunities for FSL Teachers

Criterion I: Value of and Supports provided to the teaching and learning of French	Comments/Observations/ Action Items
<p>Guiding Questions: <i>What is the information regarding FSL programming on the board website?</i></p> <ul style="list-style-type: none">• Are FSL programs portrayed in a positive light?• Are the benefits of learning a second language visible to promote all the FSL programs offered by the school board?• Are there supports put in place to support new FSL teachers as they may not have had the benefit of an LTO or occasional teaching opportunities?	

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Criterion2: Visibility of FSL-specific employment opportunities	Comments/Observations/ Action Items
<p>Guiding Questions: <i>How easy is it for teachers to find the employment opportunities on the school board website?</i> <i>How many clicks does it take to find the information?</i></p> <ul style="list-style-type: none">• Would prospective FSL teachers find our hiring information complete?• Through the eyes of a new prospective FSL teacher, what information is made available to them?• What questions might they have?• Which job might they want to respond to?• Who would they contact for more information?• Is it clear that the school board is recruiting and/or hiring FSL teachers?• Is the information available in English and in French? <p>Considering part time opportunities:</p> <ul style="list-style-type: none">• Is it possible to combine the positions with others to allow for a full time or less part-time offering?• Is the part-time position between schools?• Is this a positive first-time offering for a new teacher?	

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<p>Criterion 3: Application process</p>	<p>Comments/Observations/ Action Items</p>
<p>Guiding Questions:</p> <p><i>Is there a clear outline for the process for hiring FSL teachers?</i></p> <p><i>What is the Application Deadline?</i></p> <p><i>What platform is used for hiring?</i></p> <p><i>Is there a link to the platform on the website?</i></p> <p><i>Are we using the online platform to its full potential?</i></p> <p><i>How do applicants see the posting?</i></p> <p><i>Is it easy to read? Is the information complete?</i></p> <ul style="list-style-type: none"> • the type of FSL program for the position? • the name of the school attached to the position? • the duration and percentage of position, e.g., part-time/full-time, including if the position is rotary and/or on a cart, if known? • who can apply (i.e. internal, external, LTO, occasional)? • necessary AQ requirements? • language proficiency requirements and assessment? • the hiring process (stages of the hiring process, dates, online interview, etc.)? • links to the board website- (i.e. French teaching opportunities at the board, Teach en Français information sessions, FAQs? • a bilingual posting? 	

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Criterion 4: Statement of FSL qualifications required to teach in the various FSL programs	Comments/Observations/ Action Items
<p>Guiding Questions: <i>What are the qualifications required to teach FSL in the school board? (e.g., Additional Qualifications FSL Parts 1, 2, or Specialist; Junior/Intermediate Basic Qualifications in French; Intermediate/Senior Basic Qualifications in French; other equivalency?)</i></p> <ul style="list-style-type: none">• Are there specific proficiency levels for FSL positions? [e.g., CEFR (DELF, DALF)]• Is there an evaluation of language proficiency? Is there a test? What are the proficiency expectations FSL teachers? Are they different for elementary and secondary? Are they different for the type of FSL program?• Do we have current policies in place that a new FSL teacher would consider prohibitive?• Are the conditions of employment (e.g., if the teacher must teach FSL for a specific # years, call in requirements for occasional teachers, etc.)	

This document is an excerpt from [Moving Forward with Understanding Perspectives Regarding the French as a Second Language Teacher Labour Market Issue](#), the final report of Phase II of the French as a Second Language Labour Market Partnership, a three-year initiative that is a partnership between the Ontario Public School Boards' Association (OPSBA) and the Ministry of Labour, Training and Skills Development. All content is shared courtesy OPSBA.