



ONTARIO PUBLIC  
SCHOOL BOARDS'  
ASSOCIATION

# **FSL Teacher Recruitment Guide for English-Language School Boards**

## **Year 1**



# Acknowledgements

The efforts of many individuals have contributed to the work culminating in the writing of this report and the development of the *FSL Teacher Draft Recruitment Guide for English-Language School Boards*. This initiative has been made possible thanks to financial support from the Government of Ontario and the Government of Canada through the Department of Canadian Heritage.

A sincere thank you to the members of the Ontario Labour Market Partnership Committee who helped to create the original guidance related to a teacher recruitment and retention strategy in French Immersion and French Second Language programs.

We wish to acknowledge the leadership of the Ontario Public School Board's Association and their staff in guiding the initiative and assistance with tasks that enabled this work.

We would also like to extend our gratitude to the collaborators on this work including the writing team for the *FSL Teacher Draft Recruitment Guide for English-Language School Boards* and our project researcher. We have provided a list of those individuals in Appendix A.

We recognize and appreciate the contributions made by district school boards across the country. The willing participation of directors, superintendents, human resources professionals and FSL teachers contributed to the richness of the research and guide.

We would like to thank our survey respondents and interviewees who participated in our study by sharing their insights.

Many professional organizations and associations across Canada were instrumental in assisting in communicating and distribution the survey to their members for we are very grateful.

# Introduction

Satisfying the demand for French as a Second Language (FSL) teachers for core/basic and immersion programs has been a persistent labour market challenge in Canadian schools for many years. The Ontario Public School Boards' Association (OPSBA) led one related initiative sponsored by the Ontario Ministry of Labour, Training and Skills Development. Throughout the three phases of this initiative entitled, *Meeting Labour Market Needs for French as a Second Language Instruction in Ontario, 2017-2021*, there were a number of high-potential strategies that emerged which required further exploration. These strategies are complex, interrelated and multi-faceted and continue to require the collaborative commitment from many education partners.

In early 2020, OPSBA was approved to lead three subsequent initiatives as part of the *FSL Teacher Recruitment and Retention Strategy in French Immersion and French Second Language Programs*, an initiative funded in part by the Department of Canadian Heritage and the Province of Ontario. These initiatives support the public education sector and are envisioned to be three years in length and pan-Canadian in scope.

The following represents a brief outline of the initiatives:

## 1. **FSL Teacher Recruitment Guide for English-Language School Boards**

This initiative's key objective is to develop a guide for English-language school boards that supports the effective recruitment and hiring of FSL teachers. Research will be conducted to determine higher-yield strategies and explore alternatives that would ultimately increase the overall supply of FSL teachers.

## 2. **French-Language Proficiency Assessment Toolkit and Resource Guide**

This initiative explores existing research on the assessment of second-language proficiency in teaching contexts. This information will inform the development of a toolkit of evidence-informed assessment practices that could be used in various education contexts to review current French-language proficiency assessment processes as FSL teachers prepare to enter the job market.

## 3. **Supporting Principals to Address Challenges in Retention and Professional Support of French as a Second Language Teachers**

This initiative recognizes the important role of school administrators in facilitating FSL teacher retention and professional support. The overall objective is to conduct research in order to facilitate school administrator engagement, share innovative practices and ultimately build a compendium of strategies that positively affect FSL teacher retention.

During the first year, each initiative focused on exploratory research to better understand the pan-Canadian context. In order to deliver a comprehensive set of strategies, practices and resources, OPSBA established an Initiative Coordinating Team (ICT) consisting of all three project team members which include researchers and educational leaders with expertise in the field of FSL. The ICT met regularly to share perceptions, problem-solve as required, and

align/streamline efforts where possible. The ICT also acted in the capacity of a research review committee which led to valuable feedback for implementation efficacy, and to provide guidance with issues of research practice, and ultimately to inform the recommendations and next steps for each initiative.

Given the impact of the Covid-19 pandemic on all levels of the education sector, research efforts of each initiative encountered notable challenges with respect to communication and data gathering across the country. Nonetheless, the persistence and generosity of many members of the public and higher education communities have led to the collection and analysis of meaningful, authentic data for each initiative.

Appendix A identifies the Initiative Coordinating Team membership.

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# Executive Summary

## Initiative Rationale

Based upon data cited in the French as a Second Language Enrolment Statistics: 2014-2015 to 2018-2019 (<https://cpf.ca/en/files/FSL-Enrolment-Stats-2018-2019.pdf>) (Canadian Parents for French Report, n.d.) there has been a decrease in overall French as a Second Language (FSL) enrolment in Canada showing a 2.3% decline from 2014-15 to 2018-19 (1,796,318 pupils in 2014-15 vs. 1,753,234 in 2018-19). However, during that same period there has been a consistent increase in enrolment in French Immersion (FI) programs of 8.3% (409,294 in 2014-15 vs. 443,390 in 2018-19). The impact of this change in the French Immersion enrolment pattern continues to drive a higher demand for FSL teachers as the number of teachers required per 100 students for FI is significantly higher than that required for Core French (more than 3x more as reported by OPSBA, 2018). One way to address the demand for FSL teachers is to identify and implement high-yield recruitment and hiring strategies that are grounded in empirical evidence within the K-12 system. Therefore, this research initiative aims to identify higher-potential recruitment and hiring strategies through multiple data sources in order to inform the development of a draft guide that school districts<sup>1</sup> can use to recruit and hire FSL teachers.

One objective for this initiative was to develop a guide for English-language school boards that supports the effective recruitment and hiring of FSL teachers. The *FSL Teacher Draft Recruitment Guide for English-Language School Boards* (Draft Guide) is a resource for English-language school boards in Canada. This guide is intended to provide human resources (HR) personnel with specific strategies that have been used in school boards across Canada within differing contexts. This initiative will continue for a period of two years and the strategies contained in this Draft Guide will be further evaluated as the initiative continues.

A second objective for this initiative was to conduct research to inform higher-potential recruitment strategies and test these strategies using collaborative partnerships and pilot projects.

## Review of Past Studies and Reports

The literature review was conducted in two stages and reported accordingly. The first section explores effective recruitment and hiring practices in education generally, in education when demand is high, and in education in remote locations. The second section outlines potential strategies for recruitment specific to FSL contexts. The review of past studies and reports provided a broad foundation for the design of this report's primary research. Many of the past studies confirmed the challenges associated with FSL teacher recruitment. A key recurring pattern included the specific challenges associated with recruitment in remote and rural areas. The challenges with recruitment of FSL teachers has been identified as an issue across Canada and beyond for many years (Karsenti, T., Collin, S., Villeneuve, S., Dumouchel, G., & Roy, N., 2008; Mason & Poyatos Matas, 2016; Masson, Larson, Desgroseilliers, Carr, & Lapkin, 2019;

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<sup>1</sup> Across Canada, local school jurisdictions are referred to as districts, or divisions, or boards, as determined by provincial/territorial governments



Swanson & Mason, 2018; Veilleux & Bournot-Trites, 2005). Some potential solutions to the recruitment issues have been proposed yet many require empirical support, for example, website enhancement, community outreach, fostering post-secondary partnerships, mentoring and support, hiring incentives and creating intentional and continuous recruitment strategies.

## Research Overview and Key Findings

The research plan was guided by the two following questions:

1. What are the strategies school districts use to recruit and hire for FSL teachers across Canada's English-language school systems?
2. How might school districts' websites be used to optimize their efforts to recruit and hire FSL teachers? What website enhancements may improve school boards' recruitment efforts?

This study adopted explanatory sequential mixed methods approach initially collecting primarily quantitative data followed by qualitative data collection (Creswell & Plano-Clark, 2011). A literature review and website review were used to inform the two subsequent phases (survey and interviews) of this study. Therefore, a total of four data sources (listed below) were used to inform the *FSL Teacher Draft Recruitment Guide for English-Language School Boards*:

- Review of past studies and reports
- Review of school board websites across Canada
- Surveys
- Semi-structured interviews

### Data from HR Professionals

A total of 32 human resources professionals and 646 FSL teachers from across Canada completed the survey. From the participants who completed the survey, four HR professionals and six teachers participated in interviews. The findings have been organized according to stakeholder groups.

More than half of HR participants agreed that there are unique strategies used to recruit FSL teachers in their school board. Some of the HR participants also agreed that there have been discussions about amending FSL teacher recruitment practices. A total of three themes emerged from the qualitative data (survey narrative responses and interviews) shared by HR professionals. The themes included 1) Challenges, 2) Strategies, and 3) Recommendations. Most HR participants reported that they struggled with recruiting and hiring FSL teachers. The most commonly reported challenges for recruitment and hiring included struggling with lack of FSL teacher applicants, candidates with insufficient pedagogical knowledge, accepting other jobs, hiring late in the school year, and the high demand for FSL across Canada. Despite the evident challenges, many HR professionals were able to describe specific recruitment strategies that were working to varying extents, e.g., attending recruitment fairs was a common strategy mentioned by many of the participants. Hiring strategies included proactive, timely hiring, pool



hiring<sup>2</sup>, and conducting the language assessments online for convenience. However, not all participants were able to share strategies: eight of 32 survey respondents reported that they considered none of their current practices to be higher-yield. Generally, the recommendations revolved around being proactive for both recruitment and hiring. More specifically, it was recommended that districts promote FSL teaching during career counselling programs, HR professionals reiterated the need to use multiple strategies to help recruit and hire FSL teachers.

### **Data from FSL Teachers**

FSL teacher respondents represented eight of the 13 provinces/territories. Interestingly, only 36% of survey respondents indicated that they were actively recruited<sup>3</sup> for FSL positions. Many of the participants reported that the application process was straightforward, however more than 20% of respondents indicated that they found the application process challenging (this proportion increases to 36% when the Ontario data are excluded). A total of 87% of survey respondents shared that they were offered jobs in their most preferred district (76% without Ontario). For the qualitative data, three themes emerged: 1) Application Process, 2) Challenges, and 3) Recommendations. For the application process, many participants shared that the process was relatively easy to navigate. Factors that helped to facilitate the application process included having clear application requirements, identifying a specific point of contact for questions, and using an online application platform to help streamline the process. Most participants were able to share challenges that they had experienced during the application and hiring processes. Some of these challenges were greater when applying across provinces. Other challenges included lack of clarity in the job posting, difficulty with the French-language assessment, and lack of flexibility around interview scheduling (including time and platform). The FSL teachers provided many recommendations including: streamlining the application process, requiring fewer documents, and faster certification from certificate-granting body. Teachers also recommended that boards be as proactive as possible with recruitment through encouraging high school students to enter the teaching profession and partnering with local post-secondary institutions. Participants also emphasized the importance of ongoing marketing and communication around current FSL job opportunities.

A review of a sample of 145 school board websites (see Appendix G) across Canada provided a view into the information publicly available related to the recruitment and hiring of FSL teachers. Overall, districts use a variety of online platforms to manage the recruitment process, some districts' recruitment processes are supported through a larger provincial/territorial teacher recruitment strategy; in most cases, website users can find recruitment and hiring information quickly (usually no more than 5 mouse-clicks take the user to the relevant information).

The Territories school districts salaries at the entry level appeared in the \$80,000 range and the teacher salary maximums would be in the \$130,000 range. These ranges vary markedly from other parts of Canada where the range is generally in the \$40,000 for entry level and maximum salaries are closer to \$100,000.

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<sup>2</sup> Some school districts use this practice to hire FSL teachers provisionally and then place them in specific jobs once certification is complete.

<sup>3</sup> Recruitment in this report refers to the process of school districts actively seeking employees through multiple means.

## Key Recruitment Strategies

Based upon the literature review, survey, and interview data, consultations with human resource/recruiting professionals inside and outside education, the following categories of recruitment strategies emerged:

1. **Job Posting, Website and Social Media-** Effective use of digital media (social media, websites, print materials) to promote and attract prospective FSL teachers to school boards.
2. **Post-Secondary Partnerships-** Effective partnerships with post-secondary preservice programs to conduct on-site interviews, pool hiring in anticipation of future requirements, formal/informal partnerships regarding instruction/training and programming and enhanced co-operative education placements to develop clearer pathways to employment for FSL teachers to school boards.
3. **Financial Incentives-** Effective use of targeted incentives such as monetary, student loan subsidies, accommodation, relocation allowances and in-kind supports that would appeal to new FSL teachers.
4. **Recruitment Data Tracking-** Effective use of Human Resource Information Systems and teacher certification organizations (e.g., Ontario College of Teachers) data to track and monitor recruitment/hiring activities.
5. **Creating an FSL-Friendly Culture-** Effective use of strategies that promote the attraction and retention of FSL teachers. These strategies include: enhancing interview processes, offering professional development in French, sponsoring supplementary FSL certification programs, and increasing technology support for FSL teachers.
6. **Community Outreach-** Active marketing within the broader community targeted at French-speaking individuals who may have teaching credentials.

## Collaborative Partnerships and Pilot Projects Summary

Calls for proposals were distributed throughout Canada using contacts obtained through the research and interview process. Despite the challenges associated with COVID-19, proposals were received from twenty-one boards. The proposals represented all six of the recruitment strategy categories outlined above. Approval decisions were based on alignment with identified higher-potential recruitment strategies, board demographics, and potential scalability. In total, ten projects received approval. These projects include:

- Promotion of FSL Employment Opportunities in Rural Ontario School Boards
- Building Relationships with Future FSL Teachers and Supporting their Professional Development
- Qualification Collaboration in Grand Erie
- Exploring Virtual Interview on Demand Software
- FSL Teacher Recruitment – Website and Social Media Enhancement
- Out of Province “Home-Stay” Program
- Recrutement, ce n'est que le début!

- FSL Teacher Recruitment – Promotional Campaign
- FSL Recruitment in Professional/Specialized Publications
- Fostering Post-Secondary Partnerships

# Section 1 – Background

## Part A – Rationale

In May 2018, the FSL-Labour Market Partnership project released its report entitled, *Meeting Labour Market Need for French as a Second Language Instruction in Ontario: Understanding Perspectives Regarding the French as a Second Language Teacher Labour Market Issue* (OPSBA, 2018). The report included a number of recommendations in four areas: recruitment, hiring, retention and professional support aimed at addressing the longstanding challenges faced by school boards in satisfying the growing demand for FSL teachers in Ontario. The report also identified the challenges and opportunities in recruiting and hiring FSL teachers in English-language publicly funded school boards across the province. The key challenges from the perspective of HR professionals as well as newly-hired FSL teachers are summarized below:

- the ongoing low number of FSL teacher applicants
- approximately 1 of 4 FSL teacher applicants do not meet French-language proficiency expectations
- districts use a number of recruitment strategies but find few of them to be highly effective
- inconsistencies between districts' hiring procedures were identified as problematic for FSL teacher applicants
- lack of relevant hiring information on district websites
- the challenge to recruit and hire FSL teachers has increased in the past 5 years

## Objectives

One objective was to develop a guide for English-language school boards that supports the effective recruitment and hiring of FSL teachers. The *FSL Teacher Draft Recruitment Guide for English-Language School Boards* (Draft Guide, available in Appendix B) is a resource for English-languages school boards in Canada. This guide is intended to provide human resources (HR) personnel with specific strategies that have been used in school boards across Canada within differing contexts. This initiative will continue for a period of three years and the strategies contained in this Draft Guide will be further evaluated as the initiative continues.

A second objective for this initiative was to conduct research to inform higher-potential recruitment strategies and test these strategies using a pilot project format.

## Part B – Review of Past Studies and Reports

The literature review was conducted in two stages and reported accordingly. The first section explores effective recruitment and hiring practices in education generally, in education when demand is high, and in education in remote locations. The second section outlines potential strategies for recruitment specific to FSL contexts.

McClure and Reeves (2004) summarized the characteristics of effective recruitment and retention strategies for teachers grounded in the literature. They reiterated the need for recruitment and retention practices to be strategic including the identification of needs, planning, collaborating with key stakeholders, and using appropriate resources. Another recommendation included partnering with other districts to help address organizational barriers and offer more flexible recruitment strategies (Murphy and DeArmond, 2003). It is also recognized that recruitment and retention practices need to be individualized and specific to schools and/or districts (Murphy and DeArmond, 2003). Another key characteristic is that recruitment practices need to be evaluated regularly in order to identify necessary changes. Lastly, it is suggested that recruitment and retention practices be grounded within the community. This relates to the strategy of “growing-your-own”<sup>4</sup> where it may be beneficial to focus on developing local teachers.

Other recommendations from the literature as summarized by McClure and Reeves (2004) include collecting data on teacher supply and demand in order to identify areas of need, using the data to inform recruitment efforts, and generating a larger pool of candidates. The candidate pool can be further subdivided into candidates who have teaching credentials and others who are interested in teaching but do not have the necessary qualifications. Thus, districts could strategically grow-their-own using either of the two candidate pools. Further recommendations include all key stakeholders, offering targeted incentives, engaging in ongoing evaluation to identify which strategies are effective and any that require modification. Districts should invest in their grow-their-own initiatives, integrate formal new teacher mentorship programs, and include school-level staff (e.g., teachers) throughout the hiring process to make it more authentic. Faculties of education could also consider customizing their teacher education programs to help support the certification of teachers for their areas of shortage (McClure & Reeves, 2004).

Given the high demand for FSL teachers, it is crucial to identify challenges that discourage applicants. Recent research has helped to provide insight into the hiring process as experienced by new FSL teachers. More specifically, Jack and Nyman (2019) identified key challenges that discouraged FSL teachers from applying to specific FSL job postings in Ontario. These challenges included lack of sufficient details about the job (e.g., location of available jobs, when jobs will be available), interview location (e.g., interviews may be held too far away), and when job applications and interviews were held (e.g., may accept jobs that are offered earlier). Given that FSL teachers are in high demand, it may be worthwhile for public school districts to utilize specific strategies in order to help meet their recruitment and hiring goals.

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<sup>4</sup> This term refers to organizations developing talent internally. In this context, it includes promoting teaching as a career choice during high school, partnering with faculties of education to facilitate teacher candidate practicum placements, and marketing teaching opportunities to the broader community.”

Recruitment of teachers may differ according to geographic region, however there are some strategies that may be more effective for rural locations. One strategy that was suggested for use in British Columbia included lowering standards in order to help meet their recruitment and hiring goals. However, Veilleux (2003) circulated a survey across British Columbia to directors of human resources and parents within one jurisdiction documented that they did not want the standards lowered. Further, there was no significant difference in responses according to urban or rural location<sup>5</sup> (Veilleux, 2003). Yet, American research acknowledges that geographic location can greatly impact teacher recruitment and retention efforts (McClure & Reeves, 2004). Rural areas in the United States tend to have greater difficulty with recruiting and retaining teachers. This may result due to lower pay, geographic and social isolation, and challenging working conditions. Five strategies grounded in literature have been recommended to help address this challenge: 1) grow-your-own strategy, 2) targeted incentives, 3) improved recruitment and hiring practices, 4) greater school-level support, including formal mentoring programs, 5) interactive technologies for professional development. Although these strategies are offered in the American context, they may be promising in some Canadian contexts.

The 'grow-your-own' strategy (Hare & Heap, 2011) includes partnerships between schools and post-secondary institutions to develop teacher candidates from your region. This strategy has been identified as promising to help meet the teacher demand, yet it has not been used to the fullest potential as reported previously. Another part of this strategy involves providing other professionals or staff with the appropriate training to become certified teachers. Another strategy which has been widely recommended in the literature is providing targeted incentives (Holloway, 2002). These incentives may be in the form of financial aid which could help with drawing teachers to certain disciplines and geographic regions (e.g., rural). However, some research suggests that a higher salary may not be enough to attract teachers (Holloway, 2002). Therefore, it may be necessary to consider alternative incentives such as providing housing, interest-free loans, and loan repayment (Education Commission of the States, 2001, p. 2; Rural School and Community Trust, 1999). One strategy for recruiting could be to promote the local community (Harmon, 2001). A common application process can also help recruit teachers. Further, marketing the teaching profession earlier to students in middle and high school may encourage more students to pursue their teaching certification (Watts Hull, 2003). It is difficult to disentangle recruitment and retention thus one strategy is focused on retaining teachers so as to decrease the high level of turnover. Therefore, a recommended practice is to have mentoring programs to support new teachers as previous research has reported benefits of mentorship (Ingersoll & Kralik, 2004). The final recommended strategy emphasizes the important role that technology can play in the recruitment and retention of teachers. For example, technology can be used to provide professional development for teachers, resources, and support.

It is well documented in the literature that English-language school boards across Canada have been struggling with recruiting and retaining French as Second Language (FSL) teachers (Karsenti, T., Collin, S., Villeneuve, S., Dumouchel, G., & Roy, N., 2008; Mason & Poyatos Matas, 2016; Masson, Larson, Desgroseilliers, Carr, & Lapkin, 2019; Swanson & Mason, 2018; Veilleux & Bournot-Trites, 2005). For example, Prince Edward Island examined the delivery of FSL across the island and identified areas of need through a document analysis, interviews, and surveys with key stakeholders. Their survey highlighted the common challenge of recruiting teachers for all FSL programs, especially for French Immersion. Successful strategies for

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<sup>5</sup> Participants self-reported their geographic region and rural was not defined

recruitment included partnering with post-secondary institutions, advertising positions through a job bank, and hiring teacher candidates provisionally pending certification. Based upon their findings, ten recommendations were made and one pertained to recruitment. It was recommended that FSL teachers be actively recruited given the widespread shortage across Canada (MacPhee & Lecky, 2018).

In another review of the literature, Bland, Church, and Luo (2014) published a number of strategies that could be used to help recruit teachers. One key strategy was considering the planning for teacher recruitment as an ongoing and continuous process. As part of the planning process, school administrators are advised to identify goals for their recruitment (Webb & Norton, 2008). The importance of having a clear marketing strategy was also reiterated in order to advertise the benefits of the school region and the community. Part of this marketing strategy should include the website emphasizing the positive aspects of the school culture and surrounding community. Some suggest providing lots of meaningful information on the websites to help recruit teachers including the school vision, policies, regulations, contact information, online application, and information regarding the cost of local living (Gow, 2003). Morehart (2001) also made the same recommendation as McClure & Reeves (2004) of involving local teachers in recruitment efforts to aid with providing authentic information. Once prospective applicants have shown interest, they should be invited to visit the school and meet with both teachers and students. The need for partnerships with post-secondary institutions was reiterated in order to grow the pool of teachers through placements and practicum opportunities. Lastly, the same recommendation of 'grow-your-own' was made where school districts collaborate with post-secondary institutions to facilitate teacher certification for individuals considering teaching who may lack traditional pre-requisites (Bland, Church & Luo, 2014).

Many of the same strategies are supported across the literature (e.g., providing incentives, partnering with post-secondary institutions, and growing-your-own). Although it is important to address issues outside of the school that may also impact retention. This could include providing housing support either when housing is expensive or difficult to find. It could also be helpful to provide at least some reimbursement for moving to a new geographic area (Hayes, 2009). However, given the ongoing issue around recruitment of FSL teachers it is likely that a package of strategies may be necessary rather than using one. Each school district and school have their own unique context and will need to modify strategies to best align with their context.

## **Part C – Summary of Section 1**

The *FSL Teacher Recruitment Guide for English-Language School Boards* initiative was designed as a 3-year project with the first year dedicated to data gathering, research and beginning the development of a draft recruitment guide of higher-potential strategies based on research, website reviews, surveys and semi-structured interviews. These strategies are meant to be modified based on local contexts. Also, in the first year of the initiative, a pan-Canadian review of sample school board websites was completed. We also provided opportunities for pilot projects and collaborative partnerships.

The literature clearly documents the ongoing challenges that English-language school boards across Canada have experienced when recruiting and retaining FSL teachers. Potentially successful strategies for recruitment included partnering with post-secondary institutions, advertising positions through a job bank, and hiring student teachers early. One



recommendation suggested proactively recruiting FSL teachers given the widespread shortage across Canada (MacPhee & Lecky, 2018). Another area of the literature has focused on identifying key challenges that discourage FSL teachers from applying to Ontario job opportunities. Jack and Nyman (2019) uncovered the following challenges: lack of sufficient details about the job (e.g., location of available jobs, when jobs will be available), interview location (e.g., interviews may be held too far away), and when job applications and interviews were held (e.g., may accept jobs that are offered earlier).

A review of the literature and reports also highlighted that the challenges of recruiting and hiring FSL teachers differ across geographic contexts. Rural areas tend to have greater difficulty with recruiting and retaining teachers. This may result due to lower pay, geographic and social isolation, and challenging working conditions. Five strategies grounded in research have been recommended to help address this challenge: 1) grow-your-own initiatives, 2) targeted incentives, 3) improved recruitment and hiring practices, 4) greater school-level support, including formal mentoring programs, 5) interactive technologies for professional development (McClure & Reeves, 2004). Other key recommendations included that recruitment and retention practices must be strategic, (McClure & Reeves, 2004), individualized (Murphy and DeArmond, 2003), using data to inform recruitment efforts, offering targeted incentives, ongoing evaluation to determine which strategies are effective (McClure & Reeves, 2004), and having a clear marketing strategy (Bland, Church & Luo, 2014). Many of the same recommendations and strategies were found across the literature (e.g., providing incentives, partnering with post-secondary institutions, and growing-your-own).

# Section 2: Research

## Part A – Scope, Key Research Questions

### Scope

Based upon data cited in the French as a Second Language Enrolment Statistics: 2014-2015 to 2018-2019 (<https://cpf.ca/en/files/FSL-Enrolment-Stats-2018-2019.pdf>) (Canadian Parents for French Report, n.d.) there has been a decrease in overall French as a Second Language (FSL) enrolment in Canada showing a 2.3% decline from 2014-15 to 2018-19 (1,796,318 pupils in 2014-15 vs. 1,753,234 in 2018-19). However, during that same period there has been a consistent increase in enrolment in French Immersion (FI) programs of 8.3% (409,294 in 2014-15 vs. 443,390 in 2018-19). The impact of this change in enrolment pattern in French Immersion continues to drive a higher demand for FSL teachers as the number of teachers required per 100 students for FI is significantly higher than that required for Core French (more than 3x more as reported by OPSBA, 2018). One way to address the demand for FSL teachers is to identify and implement high-yield recruitment and hiring strategies that are grounded in empirical evidence within the K-12 system. Therefore, this research initiative aims to identify high-yield recruitment and hiring strategies through multiple data sources in order to inform the development of a draft guide that school boards can use to recruit and hire FSL teachers.

### Key Research Questions

A research plan was created for this initiative with ongoing feedback from the Initiative Coordinating Team. The research plan went through multiple iterations in order to remain focused on recruitment and hiring practices across Canada. This study adopted an explanatory sequential mixed methods approach collecting primarily quantitative data initially followed by qualitative data collection (Creswell & Plano-Clark, 2011). A literature review and website review were used to inform the two subsequent phases (survey and interviews) of this study.

The research plan was guided by the two following questions:

1. What are the strategies school districts<sup>6</sup> use to recruit and hire for FSL teachers across Canada's English-language school systems?
2. How might school districts' websites be used to optimize their efforts to recruit and hire FSL teachers? What website enhancements may improve school boards' recruitment efforts?

A total of four data sources (listed below) were used to inform the *FSL Teacher Draft Recruitment Guide for English-Language School Boards*:

- Review of past studies and reports
- Review of school board websites across Canada

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<sup>6</sup> Across Canada, local school jurisdictions are referred to as districts, or divisions, or boards, as determined by provincial/territorial governments.

- Surveys
- Semi-structured interviews

## Methodology

This study adopted a pan-Canadian approach recruiting participants from across Canadian provinces and territories. Participants included human resource professionals and recently hired FSL teachers across Canada. All participants provided informed consent before participating in this study. FSL teachers were provided with the opportunity to be compensated by entering a prize draw for a gift certificate.

## Study Design

The first stage included an online survey and the second phase of the study included a series of semi-structured interviews. A customized survey was developed for each stakeholder group (HR professionals and newly-hired FSL teachers). The surveys contained a sample of demographic questions, a mixture of Likert-items and open-ended questions and were delivered using Qualtrics, an online survey tool. The circulation for surveys started on September 28th, 2020 and the surveys remained open until November 16, 2020. All data collection measures (surveys and interview questions) were piloted before the study began using a multi-pronged approach to piloting. The survey and interview protocols underwent a multi-stage vetting process that sought feedback from members of the ICT and practicing teachers and HR professionals.

To contact potential HR and FSL teacher survey participants across the country, we communicated with two professional organizations, the Canadian Association of School System Administrators (CASSA) and the Canadian School Boards' Association (CSBA). Additionally, we also used connections with Education Research, Development and Innovation (ERDI), to reach HR professionals in the education sector. Because the Ontario Labour Market Partnership (OLMP) project had conducted very similar research with all publicly funded English-language school boards in the province of Ontario and had collected similar information only two years prior, only six Ontario districts were contacted directly to participate in the HR survey. We collaborated with ApplytoEducation (A2E)<sup>7</sup> to circulate our surveys in order to reach HR professionals and FSL teachers across the country. We also reached out to members of the FSL Partnership Committee associated with the Ontario Labour Market Partnership Project for their assistance with the distribution of the teacher surveys.

The HR survey is available in Appendix C and was used to understand the application process, recruitment process, the hiring process, challenges affiliated with recruitment and hiring, followed by recommendations. The teacher survey is available in Appendix E and was used to understand teachers' experiences with the application process, the factors that impacted their application decisions, and barriers that they experienced. At the end of both surveys, respondents were redirected to a separate site where they could indicate their interest in participating in semi-structured interviews. Based upon the survey responses, a small subset of respondents was invited through email to participate in interviews. The semi-structured

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<sup>7</sup> *ApplytoEducation* is an HR software company used in many Canadian school districts for teacher recruitment.

interviews were conducted by phone or through teleconferencing software (Zoom) depending upon the preference of each interviewee. The interviews lasted approximately 30 minutes depending upon the number of strategies that participants provided and the breadth of their experiences. The interviews were audio-recorded and transcribed verbatim using Temi automated voice-to-text software.

## Data Analyses

Incomplete data from the survey were not included. Data were analyzed descriptively given the nature of the study. The qualitative data (open-ended survey responses and interviews) were coded for themes (Braun & Clarke, 2006). Data were coded by two researchers to ensure accurate interpretation.

## Limitations

Despite the rigorous approach to this research study, it is not without its limitations. The data collection time period was relatively short (3 months) and we may have had more responses if we left the surveys open for 6 months and continued trying to recruit for interviews. The surveys for both HR professionals and FSL teachers were designed to be short in nature to help increase the response rate however the short surveys may not have captured all experiences and quantifiable opinions. The response rate for both the survey and the interviews was lower than anticipated which may be due to the current COVID climate. In particular, it was extremely difficult to schedule interviews despite survey respondents initially indicating that they would be willing to participate in an interview. The researcher followed up with potential interviewees multiple times in order to try and increase response rate but stopped when no new themes were emerging. Further, the research team also ran into difficulty with trying to access participants and thus were limited in their ability to distribute the survey to both HR professionals and FSL teachers. Additionally, despite recruiting participants from across Canada our findings cannot be generalized across all Canadian school districts. For example, the majority of the teacher participants were from Ontario hence FSL teacher experiences likely differ in other provinces and territories.

## Specific Findings and Analysis

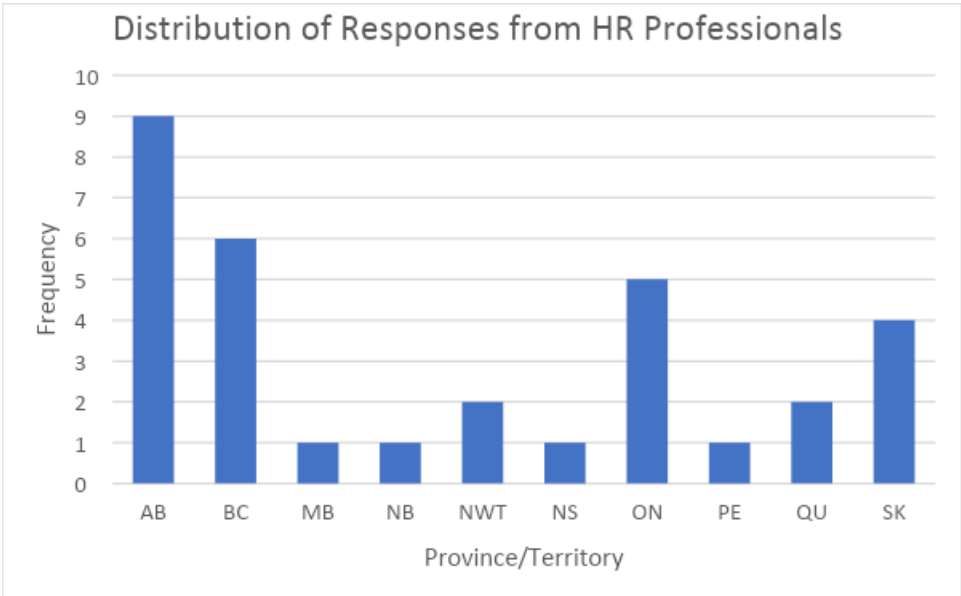
A total of 32 human resource professionals and 646 FSL teachers completed the survey. From those participants who completed the survey, four HR professionals and six teachers participated in interviews. The following findings have been organized according to stakeholder groups with findings from the HR professionals presented first. Please note that 'S' denotes survey respondent, and 'I' denotes an interviewee. Participants from rural areas self-identified across both samples.

# Overview of Findings from HR Professionals

## Demographic Information

For the HR professionals, more than half (62%) of the survey respondents were from the Western provinces. A full breakdown of their geographic location is available in Figure 1 below. Of the 32 respondents, 18 reported that FSL was mandatory in their province/territory and district. The grade in which FSL was mandatory varied according to the region; however, the most common start grade for mandatory FSL was Grade 4. When FSL was not mandatory, it was offered across a variety of grades but most commonly beginning in either Kindergarten or Grade 1. The size of school boards based on full-time student enrolment is available in Table 2. When looking at the size of school districts, half of the HR participants indicated they worked in school boards with fewer than 10,000 students. However, we did have representation from some larger school boards up to 60,000 students.

**Figure 1:** *Distribution of Responses from HR Professionals.*



**Table 2:** *Size of school board according to full-time equivalent students.*

School Board Size	Frequency
Less than 10,000 students	16
10,000 to 20,000 students	10
20,000 to 40,000 students	4
40,000 to 60,000 students	1
more than 60,000 students	0

### **Descriptive Quantitative Findings**

The majority (87.5%) of HR professionals indicated that they struggled to hire a sufficient number of FSL teachers. The most frequently used application platforms were ApplytoEducation (22%) and Make a Future (16%). Other less common methods used for the application process across Canada included but were not limited to Applitrack<sup>8</sup>, websites, and Education Canada. When HR participants were asked to report the strategies used when recruiting FSL teachers the most common strategy was using board websites to advertise postings (94%) followed by social media (75%), print media (41%), and attending job fairs (31%). Our HR participants were also asked to share what they perceived to be their highest-yield hiring strategies. Conducting online interviews was ranked highest (81%), followed by conducting interviews at faculty of education job fairs (78%); hiring FSL teachers into a pool when anticipating vacancies (47%), and conducting online French assessments (34%). Of the 32 participants, 5 reported using financial or in-kind incentives. HR participants were also asked to rate their level of agreement ranging from 1 (Strongly disagree) to 7 (Strongly agree) for 3 items which can be found in Table 3. As demonstrated in the table below, the vast majority of HR participants agree to some extent that there were challenges associated with recruiting FSL teachers in their school board. Similarly, more than half of HR participants agreed that there are unique strategies used to recruit FSL teachers in their school board. Some of the HR participants also agreed that there have been discussions about amending FSL teacher recruitment practices.

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<sup>8</sup> Applitracks is an applicant tracking system for school and district administrators to recruit, hire and onboard new employees. (now known as Applicant Tracking)

**Table 3:** HR experiences with FSL recruitment and hiring.

Item	Strongly disagree (%)	Disagree (%)	Somewhat disagree (%)	Neither agree nor disagree (%)	Somewhat agree (%)	Agree (%)	Strongly agree (%)
There are unique strategies used to recruit FSL teachers through my school board.	6.3	15.6	9.4	18.8	34.4	9.4	6.3
There are challenges associated with recruiting FSL teachers through my school board	0	6.3	3.1	6.3	25.0	31.3	28.1
There has been recent discussion about amending FSL teacher recruitment practices	6.3	3.1	3.1	34.4	28.1	6.3	18.8

## Qualitative Findings

A total of three themes emerged from the qualitative data collected from the HR professionals. Please note that the thematic findings are from the narrative responses (survey) as well as from the interviews. A summary of overall themes, categories, and sample quotations are available in Table #4. Additional quotations are available in Appendix I. Please note that 'S' denotes survey respondent, and 'I' denotes an interviewee.





## **Theme 1: Challenges**

Generally, HR participants indicated that they struggled with recruiting and hiring FSL teachers. Further, participants regularly reported that they were unable to meet their recruitment goals for FSL. The most commonly reported challenges for recruitment and hiring reported in the survey and the interviews included struggling with lack of job ready candidates, candidates with appropriate pedagogical knowledge, accepting other jobs, delayed hiring, and the high demand across Canada. For example, this HR professional shared their struggle, *“We are finding as well that we are having difficulty hiring people who have been trained to teach a second language. At times we are hiring a person with a B.Ed., no training in FSL, but they are bilingual”* (Survey respondent). Similarly, a different HR professional also reported the same challenge, *“We struggle to find competent French Immersion Teachers. A lot of teachers who apply can only speak and write in French”* (Survey respondent). Other issues included the high demand across Canada but also outside of Canada, candidates taking too long to decide, taking other jobs (perhaps with higher pay or better benefits,) or the process being delayed. The challenges were reported across regions but were sometimes perceived to be greater in rural districts.

## **Theme 2: Strategies**

However, despite the challenges identified, most HR professionals were able to describe specific strategies that were working to varying extents. Attending recruitment fairs was a common strategy mentioned by many of the participants both in the survey and in the interview. This HR professional explained, *“Attend recruitment fairs with interview team and offer on-site interviews”* (Survey respondent). Other recruitment strategies included providing financial incentives (e.g., bonuses, relocation subsidies), recruiting from their networks (faculties of education, teaching placements, graduates within district, word of mouth), keeping postings open year-round, having a dedicated interview team, maintaining shortlists, and conducting online interviews. Some strategies that were used by a northern school board included promoting the local community, benefits, professional development opportunities, and the high salary. The strategies tended to relate more to recruiting rather than hiring. However, hiring strategies included hiring early, building a pool that you can hire from, and conducting the language assessments online for convenience. It is important to note that not every participant was able to describe high yield strategies. More specifically, 8 of 32 survey respondents reported that they did not have any high-yield strategies. These findings demonstrate that HR professionals had some common strategies, but still continue to struggle with recruiting and hiring FSL teachers in Canada.

## **Theme 3: Recommendations**

HR participants were also asked to provide recommendations for other HR professionals involved in the recruitment and hiring of FSL teachers across Canada. These recommendations included:

- attending job fairs at French-language universities,
- using financial incentives such as post-secondary bursaries, relocation funds, professional learning,
- proactive recruitment
- offering FSL jobs on a provisional basis pending certification
- partnering with faculties of education for strategic teacher candidate practicum placements
- creating a multi-pronged marketing strategy to promote FSL teaching as a career

With the above recommendations, HR professionals underscored the need to use multiple strategies to help recruit and hire FSL teachers.

## Overview of Findings from FSL Teachers

### Demographic Information

The FSL teacher survey yielded responses from participants located in 8 of the 13 provinces/territories. A complete breakdown of participants according to their geographic region is available in Table 5.

**Table 5:** *Distribution of Responses from FSL Teachers.*

Geographic Location	Number of Participants
Alberta	13
British Columbia	8
Manitoba	0
New Brunswick	2
Newfoundland and Labrador	1
Northwest Territories	0
Nova Scotia	0
Nunavut	1
Ontario	615
Prince Edward Island	0
Quebec	5
Saskatchewan	1
Yukon	0

### Descriptive Quantitative Findings

It is important to note that the vast majority of respondents were from Ontario. However, differences between the samples were explored by filing responses according to province in the Qualtrics platform. The focus was on identifying differences of 10% or greater between Ontario and other provinces/territories. During instances where there were differences of 10% or greater the statistics are provided with and without Ontario participants. The high response rate from Ontario may be as a result of greater access to listservs and databases due to professional networking and contacts. This should not be interpreted as disinterest from teachers outside of

Ontario, but rather that we may not have been able to access teachers outside of Ontario as easily.

Only 36% of teachers reported that they were recruited for FSL positions. The most commonly used application platform was ApplytoEducation. However, a small subset of FSL teachers did report using internal board platforms for their application process. An overview of experiences related to the application process is available in Table 6. Generally, the participants reported that the application process was relatively straightforward. However, more than 20% of respondents indicated that they found the application process challenging (36% without Ontario). Almost half of our FSL teachers indicated that they were able to have their questions answered to a certain extent during the application process (56% without Ontario). The number of interviews that participants were granted varied between no interviews and up to 25 interviews. However, many participants reported being offered 5 or fewer interviews. The vast majority of respondents (87% with Ontario, 76% without Ontario) shared that they were offered jobs in their most preferred district. One of the most commonly reported factors driving the decision to take their current job including proximity to where they were living and their family residence. Hence, location greatly impacted their decision to accept their job offer.

**Table 6:** Overview of application process.

Item	Strongly disagree (%)	Disagree (%)	Somewhat disagree (%)	Neither agree nor disagree (%)	Somewhat agree (%)	Agree (%)	Strongly Agree (%)
a. The application process was straight forward	2.8	4.01	7.14	6.62	20.73	41.46	17.25
b. I had no technical difficulties during the application process	1.92	6.62	5.57	8.19	9.93	45.6	22.13
c. I found the application process challenging	13.76	31.88	14.11	16.90	14.63	6.10	2.61
d. I was able to get answers to any questions I had during the application process	3.31	8.71	9.23	31.88	12.37	26.6	7.84

## Qualitative Findings

A total of three themes emerged from the qualitative data collected from the FSL teachers. Please note that the thematic findings are from the narrative responses (survey) and from the interviews. A summary of overall themes, categories, and sample quotations are available in Table 7. Additional quotations are available in Appendix I. Please note that 'S' denotes survey respondent, and 'I' denotes an interviewee.

**Table 7:** Overview of themes, categories, and sample quotations for FSL teachers.

Theme	Category	Sample Quotations
1. Application Process	a. Platforms	<p>“My Apply to Education account, I found it pretty easy in the sense that you upload all your documents, you get your resume, your cover letter, your teacher, appraisals, you know, your transcripts kind of all the documentation and that it's all kind of on file in one spot.”</p> <p>“The thing that I like about Applied to Education is that it's streamlined, so everything is in one place and there's a database and the search functions;... easier to tailor down what it is that you're looking for, the external websites. It was a little bit more convoluted. You had to search a little bit, more in order to find out information.”</p>
	b. Requirements	<p>“Very clear? I mean, it's very specific as far as the check-boxes that they want you to have, they need to have, you know, French qualifications... So, I teach French immersion science grade nine and 10 French immersion science right now, comfort teaching science, to French immersion students. Specialist was obviously favorable, but those are the things that were at line in the job description too, when they, when they announced them as far as what our options were so very easy to understand”</p> <p>“In fact, they're actually super clear because it would say, so first of all, to ask for your name, what job position</p>



Theme	Category	Sample Quotations
		<p>okay... you're doing your modern languages. Let's get you with a teacher right now. And let's see if you want to do that. I did that myself, but there was no, there was no proposal.”</p> <p>“So, I don't know, I don't know if there's ways to incentivize in turn. I mean, you get your jobs and your benefits really quickly if you get hired on.”</p>

### Theme 1: Application Process

Participants were quick to discuss the application process during the interviews and report their experiences in the survey. Many of the participants shared that they found the application process relatively simple and easy to navigate. When one interviewee was asked about any challenges related to using ApplytoEducation they responded “*I actually didn't. It was quite easy*” (16). The FSL teachers also commented on the requirements and generally indicated that they were clear. However, there were some drawbacks related to applying through online platforms such as ApplytoEducation. For example, this interviewee shared their concern, “*However, I did like in that recruitment process, the fact that you had access to and the information for who to contact, more directly in HR, I find through apply to education. It removes that human element to applying, which can sometimes be a barrier*” (14). FSL teachers also shared factors that helped to facilitate the application process including the speed of certification which one interviewee described as “*So quick*”. Other common enablers included having clear application requirements and use of an application platform to help streamline the process. Many participants shared their appreciation when they had someone they could contact within the school board (e.g., HR contact or French consultant/representative) if they have any questions or issues. Some of the FSL teachers also discussed consulting colleagues and friends to discuss the recruitment/hiring processes as reported by this survey respondent “*Asking colleagues about their interview process.*” However, not all participants had positive experiences with the application process. A smaller subset of participants indicated that they didn't have the necessary support during the application process and that “*There was nothing in particular that was helpful*” as described by one survey respondent. Therefore, despite many participants having positive experiences with the application process it is important to note that multiple participants also experienced challenges or barriers that should be addressed.



## Theme 2: Challenges

Most participants were able to describe at least one challenge that they experienced either during the application and/or hiring process. Some of the challenges during the application process resulted from applying to positions across provinces and included barriers such as the application fee and an overly complex process. For example, this interviewee shared her concerns with the application fee, *“then there was like a \$250 application fee on top of that...”* (I1). Other challenges during the application process included lack of clarity around job posting as described by this survey respondent *“Sometimes the processes from HR were not clear (i.e., it wasn't always clear if I was being offered a full-time position contract or an occasional teacher contract).”* Some of the teachers reported that they had difficulty with the French assessment (not having enough time to answer within 3 minutes) and not being offered online interviews. Additional issues that multiple participants reported related to the hiring process including difficulty with not knowing what to expect, or unable to anticipate potential interview questions, lack of follow-up from the board or HR personnel.

## Theme 3: Recommendations

FSL teachers provided a variety of recommendations some of which were similar to suggestions from HR personnel across Canada. Some of the recommendations related to making the application process easier including streamlining the process, having fewer required documents, and faster certification. A few of the teachers also raised concerns around lack of stability with certain job offers so another recommendation would be to offer stable positions so new hires know that they have some stability. Another recommendation included offering housing options in communities where it may be difficult for applicants to find housing as mentioned by this interviewee *“So maybe if, you know, the board out there could offer some housing options that would help”* (I1). Another recommendation focused on recruiting early starting with high school students. This interviewee explained further *“I think it needs to start [right] from high schools, going into high schools and going into even grade 11 classes, kids that obviously have an interest in it and starting the recruitment process at that point and offering bursaries to get them through their undergrad and then bursaries to get them through, their bachelor of ed. That makes a great deal of sense. If we want high quality French teachers and we want retention, then it has to start right from the high school setting”* (I6). A common recommendation emphasized the need to partner with local post-secondary institutions to recruit teachers early in the process, one interviewee suggested recruiting students from modern languages at post-secondary institutions and pairing them with a teacher to see if they are interested in becoming a teacher. The importance of marketing and sending ongoing communications to advertise current opportunities was also discussed. This interviewee explained how he had received a number of advertisements from three provinces/territories, *“what BC and Alberta and Northwest territory said last week and that big push, that big marketing blitz that they did, you know, coming straight to my inbox and saying, Hey, we're looking for people”* (I6). Many participants were quick to share recommendations although they recognized that some suggestions may not be feasible due to system barriers.

## Website Review

OPSBA's Ontario Labour Market Partnership- Phase II - *"Moving Forward with Understanding Perspectives Regarding the French as a Second Language Labour Market Issue"* (OPSBA, 2018) confirmed that 54.5 % of recently hired FSL teacher respondents reported the most effective ways to learn about FSL job opportunities was the information found on board websites. The Phase II report included a guide for reviewing school board websites, *"Guiding Questions to Review School Boards' Websites Re: Promoting Employment Opportunities for FSL Teachers"* which can be found in Appendix H. Key components included:

- Criterion 1: Value of and supports provided to the teaching and learning of French
- Criterion 2: Visibility of FSL-specific employment opportunities
- Criterion 3: Application process
- Criterion 4: Statement of FSL qualifications required to teach in the various FSL programs

A review of a sample of 145 school board websites across Canada provided a view into the information publicly available related to the recruitment and hiring of FSL teachers. Overall, districts use a variety of online platforms to manage the recruitment process, some districts' recruitment processes are supported through a larger provincial/territorial teacher recruitment strategy; in most cases, website users can find recruitment and hiring information quickly (usually no more than 5 mouse-clicks take the user to the relevant information). Additionally, most school districts list teacher salaries.

The Territories school districts salaries at the entry level in the \$80,000 range and the teacher salary maximums would be in the \$130,000 range. These ranges vary markedly from other parts of Canada where the range is generally in the \$40,000 for entry level and maximum salaries are closer to \$100,000.

The website review revealed a variety of electronic platforms to manage the recruitment process. These ranged from in-house human resource databases to dedicated third party recruitment software. Third party software platforms included: ApplytoEducation, CIMS-Job Connect, Frontline, Simplification and TalentEd-PowerSchool. ApplytoEducation appears to be the most common third-party recruitment service. Some third-party software applications appeared to take an inordinate amount of time to get to the "Careers" web page.

A higher-potential recruitment strategy includes school districts reviewing their websites to ensure that prospective FSL teachers are able to find the relevant information about the districts' FSL teaching opportunities, hiring processes, language proficiency expectations, and details related to the application process. Any reduction in "mouse clicks" or inordinate time delays for accessing information should be addressed to reduce barriers to application/hiring process.

A number of provinces have integrated school board hiring into their provincial hiring portals. Nova Scotia (NS Ednet) and Prince Edward Island (Jobs PEI) are examples of school boards using provincial hiring portals.

British Columbia has a provincial teacher recruitment strategy (<https://www.makeafuture.ca>). British Columbia school districts use a combination of the "Makeafuture.ca" plus incorporate their own local messaging to promote candidate recruitment. The Makeafuture website provides

the following overview: “Make a Future is a recruitment initiative created by the BC Public School Employers’ Association as a joint venture among BC’s 60 public boards of education, the First Nations Education Steering Committee, and the Ministry of Education. The Makeafuture.ca website launched on April 28, 2008 as the official job board for British Columbia public schools, independent schools, First Nations schools, and BC-certified offshore schools.” Headings for the site include Careers, Resources, Regions/Districts and Employer Portals. An example of individual board promotion for SD57- Prince George can be found at: <http://www.sd57.bc.ca/Programs/DistrictDepts/HRSite/careers/Pages/default.aspx#/=>

# Summary of Key Findings

## HR Professionals

Generally, HR participants indicated that they struggled with recruiting and hiring FSL teachers. Further, participants regularly reported that they were unable to meet their recruitment goals for FSL. In terms of their recruitment and hiring challenges, they reported struggling to find qualified FSL teachers and candidates who had the appropriate pedagogical knowledge of how to teach FSL. Other issues included the high demand across Canada but also outside of Canada, candidates taking too long to decide, taking other jobs (perhaps with higher pay or better benefits,) or the process being delayed. The challenges were reported across regions but were sometimes perceived to be greater in rural districts. Despite the challenges that they had experienced, participants used a variety of compensatory strategies. Their recruitment strategies included providing financial incentives (e.g., bonuses, relocation subsidies), recruiting from their networks (faculties of education, teaching placements, graduates within district, word of mouth, recruitment fairs), keeping postings open year-round, having a dedicated interview team, maintaining shortlists, and conducting online interviews. Other strategies that were used by a northern school board included promoting the local community, benefits, professional development opportunities, and the high salary. Fewer strategies were shared that related to hiring including hiring early, building a pool that you can hire from, and conducting the language assessments online for convenience. During the survey and interview process, HR participants were asked to provide recommendations for their HR colleagues across Canada which included recruiting early, partnering with local post-secondary institutions to access qualified candidates, attend job fairs, and provide incentives when possible.

## FSL Teachers

It is important to note that while the vast majority of the FSL teacher sample is from Ontario, data patterns emerged that showed similarities in FSL teacher recruitment and hiring experiences across the country. Some of the challenges and recommendations may not be generalizable to other regions in Canada. Of the FSL teachers sampled, 36% of them reported that they were recruited for their current positions. Of the participants who were recruited, many reported that they were recruited at job fairs, through ApplytoEducation, or by school boards. In terms of application platforms, ApplytoEducation was reported most frequently by newly hired FSL teachers. Generally, the participants shared that the application process was relatively straightforward. More than 20% of respondents found the process challenging (36% without Ontario). The majority (87% with Ontario, 76% without Ontario) reported that they were offered a job in their desired district. The overwhelming factors that impacted their decision to accept a job offer were location, proximity to their family, and familiarity with the district/board.

When participants were asked to share any challenges that they had experienced, some discussed how they struggled with the application process. One barrier included applying for positions between provinces where the amount of paperwork, fees, and requirements differed greatly between provinces/territories. Other challenges included an overly complex application process, the sheer amount of paperwork required, needing a pastoral reference (if applying to Catholic school boards), or the fee. Many participants did share positive experiences where they

were able to easily navigate the application and hiring process. Others were less fortunate and recommended that the application process needed to be clearer, streamlined, have fewer documents, and faster certification. Additionally, some teachers recommended that it would be helpful to offer housing options and financial incentives while others suggested greater partnerships with local post-secondary institutions.

## Website Review

Boards used a variety of electronic platforms to manage the recruitment process. These ranged from in-house human resource databases to dedicated third party recruitment software. Third party software platforms included: ApplytoEducation, CIMS-Job Connect, Frontline, Simplification and TalentEd-PowerSchool. ApplytoEducation appears to be the most common third-party recruitment service utilized by over 85% of all school boards in Canada. British Columbia has a provincial teacher recruitment strategy ( <https://www.makeafuture.ca>). A number of provinces have integrated school board hiring into their provincial hiring portals. The Territories school districts salaries at the entry level in the \$80,000 range and the teacher salary maximums would be in the \$130,000 range. These ranges vary markedly from other parts of Canada where the range is generally in the \$40,000 for entry level and maximum salaries are closer to \$100,000.

As a general rule, most school boards require 3-5 mouse clicks to find job postings. There were observable variations that ranged between 3 and 7 clicks to find job postings.

## Part B – Discussion, connecting literature review to study findings

Participants in the current study discussed many of the challenges associated with recruiting and hiring FSL teachers across Canada. They recognized that this issue wasn't unique to one geographical area and even occurred outside of Canada. Despite the challenges, it was reassuring to hear of the many positive experiences that FSL teachers had with the application process. However, given that the majority of our HR participants reported the ongoing challenges with recruiting and hiring FSL teachers it is imperative that current barriers are addressed.

Many of our overall findings correspond with other studies investigating challenges in FSL teacher recruitment in other Canadian contexts (Jack & Nyman, 2019; MacPhee & Lecky, 2018). Similarly, when our sample of teachers were invited to identify factors that informed their decisions to accept job offers, they cited the importance of location, timing, and stability.

In alignment with Veilleux (2003) and McClure and Reeves (2004), our sample of participants from rural areas cited difficulty with recruiting and retaining teachers. However, it cannot be determined whether these challenges were perceived to be any greater in rural than other areas of Canada. It seems that everyone involved in FSL teacher recruitment and hiring are experiencing difficulties in some form.

One strategy from the literature (e.g., McClure and Reeves, 2004) that was not raised in our study involved partnering with other districts to help offer greater flexibility and address barriers (Murphy & DeArmond, 2003). This may be an area of exploration in the future. Further, for one of our pilot projects two school boards will be collaborating in piloting one of our recruitment/hiring strategies. Thus, we may be able to explore their experiences with partnering together.

An underlying pattern across recommendations from the literature and participants from this study was the need to be proactive when recruiting FSL teachers as that would also likely aid with finding a job ready candidate. Generally, the strategies found in the current study aligned with those already discussed in the literature. However, it is important to note that the older literature did not capture the use of application platforms or social media as described in the current study.

Our FSL teachers and HR participants shared some similar recommendations including the use of incentives and partnering with post-secondary institutions. The use of incentives was certainly one of the most common recommendations. However, participants regularly mentioned that they were unsure how incentives could be rolled out.

Given the limited response rate outside of Ontario, future research should seek to capture FSL teachers' experiences with the application and recruitment process in addition to the experiences described by HR professionals in territories and provinces other than Ontario. Additional research should examine the long-term effectiveness of hiring and recruitment strategies suggested through this research study following a pilot period across diverse school boards.

## Section 3: Implementation

### Higher-potential recruitment strategies

Based upon the literature review, website reviews, survey data, interview data and consultations with human resources professionals and recruiting subject matter experts, the following categories of higher-potential recruitment strategies emerged:

1. **Job Posting, Website and Social Media-** Effective use of digital media (social media, websites, print materials) to promote and attract prospective FSL teachers to school boards.
2. **Post-Secondary Partnerships-** Effective partnerships with post-secondary preservice programs to conduct on-site interviews, pool hiring in anticipation of future requirements, formal/informal partnerships regarding instruction/training and programming and enhanced co-operative education placements to develop clearer pathways to employment for FSL teachers to school boards.
3. **Financial Incentives-** Effective use of targeted incentives such as monetary, student loan subsidies, accommodation, relocation allowances and in-kind supports that would appeal to new FSL teachers.
4. **Recruitment Data Tracking-** Effective use of Human Resource Information Systems and teacher certification organizations (e.g., Ontario College of Teachers) data to track and monitor recruitment/hiring activities.
5. **Creating an FSL-Friendly Culture-** Effective use of strategies that promote the attraction and retention of FSL teachers. These strategies include: enhancing interview processes, offering professional development in French, sponsoring supplementary FSL certification programs, and increasing technology support for FSL teachers.
6. **Community Outreach-** Active marketing within the broader community targeted at French-speaking individuals who may have teaching credentials.

**Table 8:** *Recruitment Strategies.*

Recruitment Category	Recruitment Strategy	Source
<b>Job Posting, Website and Social Media</b>	Use print media to advertise for FSL teachers	<a href="#">OLMP Report 2018</a> , HR interviews from current study
	Use social media to advertise for FSL teachers	<a href="#">OLMP Report 2018</a> , HR interviews from current study
	Use board website to advertise for FSL teachers	<a href="#">OLMP Report 2018</a> , HR interviews from current study

Recruitment Category	Recruitment Strategy	Source
	Create an Employer Brand	Private Sector Strategies <a href="https://technologyadvice.com/blog/human-resources/employee-recruitment-strategies/">https://technologyadvice.com/blog/human-resources/employee-recruitment-strategies/</a>
<b>Post-Secondary Partnerships</b>	Conduct French language assessments during job fairs at Faculties of Education	<a href="#">OLMP Report 2018</a> , FSL teacher and HR interviews from current study
	Hire FSL teachers to a pool in anticipation of emerging job vacancies	<a href="#">OLMP Report 2018</a> , HR interviews and survey from current study
	Partnerships with Post-secondary	MacFee and Lackey 2018, HR interviews and survey, FSL teacher interviews
	Strengthening Co-op Experiences between pre-service programs and district school boards	Deloitte Consulting Advisory 2020
	Conduct online interviews	<a href="#">OLMP Report 2018</a> , HR survey and interviews from current study
	Conduct online French language assessments	<a href="#">OLMP Report 2018</a>
<b>Financial Incentives</b>	Targeted Incentives (Relocation, accommodations, student loan supports and signing bonuses)	HR survey and interviews from current study, FSL teacher survey and interviews from current study
	Offer monetary/in-kind incentives to FSL applicants	<a href="#">OLMP Report 2018</a> , FSL teacher survey and interviews from current study, HR survey and interviews from current study
	Offer additional French Resources to support teachers	
	Offer French Additional Qualifications courses pro bono	
<b>Recruitment Data Tracking</b>	Invest in Job Applicant Tracking System	Private Sector Strategies <a href="https://technologyadvice.com/blog/human-resources/employee-recruitment-strategies/">https://technologyadvice.com/blog/human-resources/employee-recruitment-strategies/</a>



Recruitment Category	Recruitment Strategy	Source
		<a href="https://technologyadvice.com/blog/human-resources/employee-recruitment-strategies/">n-resources/employee-recruitment-strategies/</a>
	Access OCT databases to identify teachers with FSL qualifications	<a href="#">OLMP Report 2018</a>
<b>Creating FSL-Friendly Culture</b>	Partner with Unions to address challenges (retention and recruitment)	Deloitte Consulting Advisory 2020
	Mitigate retention issues through systemic supports for FI in French (ex. dedicated FSL consultants, teaching resources etc.).	Deloitte Consulting Advisory 2020
	Use of technology to supplement skill deficits to increase teaching pool	Deloitte Consulting Advisory 2020
	Internal staff development to enhance skill proficiency in FSL	Deloitte Consulting Advisory 2020, HR interviews from current study
	Conduct Awesome Interviews	Private Sector Strategies <a href="https://technologyadvice.com/blog/human-resources/employee-recruitment-strategies/">https://technologyadvice.com/blog/human-resources/employee-recruitment-strategies/</a>
	Dedicated French interview team that looks for candidates, shortlists and interviews on a regular basis	HR Surveys and Interviews from current study
	Create a-Support system through dedicated FSL teacher mentorship	FSL Teacher surveys and interviews from current study
<b>Community Outreach</b>	Promotion of Living/Working within DSB	BC Websites 2020, HR interviews and survey from current study
	Collaboration within province to incent applications for FSL	BC- "Makeafuture.ca"2020, HR interviews from current study
	Find Passive Candidates within Region using DSB Social Platforms- SchoolMessenger	Private Sector Strategies <a href="https://technologyadvice.com/blog/human-resources/employee-recruitment-strategies/">https://technologyadvice.com/blog/human-resources/employee-recruitment-strategies/</a>
	Focus on hiring graduates/ residents within Board Region	<a href="#">Nyman and Jack 2019</a> , HR survey and interviews from current study

Recruitment Category	Recruitment Strategy	Source
	Unique Opportunities for non-traditional talent pools- Ex. Air Canada Layoffs- Potential Bilingual Teachers	Deloitte Consulting Advisory 2020

## Collaborative Partnerships and Pilot Projects Summary

Calls for proposals for collaborative partnerships and pilot projects were distributed throughout Canada using contacts obtained through the research and interview process. Despite the challenges associated with COVID-19, proposals were received from twenty-one school districts. Selection criteria included:

- Chosen recruitment strategy was supported by existing and emerging research in the field
- Collaborative partnerships between school districts within or between provinces/territories
- Possibilities to expand the scope of the pilot project throughout 2021-2022
- Strategies that can be replicated in other jurisdictions based on local contexts

Approval decisions were based on alignment with identified higher-potential recruitment strategies, board demographics, and potential scalability. In total, ten projects received approval.

**Table 9:** *Collaborative Pilot Project Summary.*

School Board	Title and Description of Project
Bluewater District School Board  Ontario Western Region	<b>Promotion of FSL Employment Opportunities in Rural Ontario School Boards</b>  Job Posting, Website and Social Media Review- Rebranding with focus on FSL-Friendly messaging and employment pathway clarity
Brant Haldimand Norfolk Catholic DSB  Ontario Central West Region	<b>Building Relationships with Future FSL Teachers and Supporting their Professional Development</b>  Post-Secondary Partnership- Brant Haldimand Norfolk Catholic School Board, Grand Erie District School Board and Wilfrid Laurier University

School Board	Title and Description of Project
<p>Grand Erie District School Board</p> <p>Ontario Central West Region</p>	<p><b>Qualification Collaboration in Grand Erie</b></p> <p>Post-Secondary Partnership- Brant Haldimand Norfolk Catholic School Board, Grand Erie District School Board and Wilfrid Laurier University</p>
<p>Halifax Regional Centre for Education</p> <p>Nova Scotia Halifax Region</p>	<p><b>Exploring Virtual Interview on Demand Software - Interviewstream</b></p> <p>Post-Secondary Partnerships- Using On-line Interview platform to engage FSL teachers and pre-screen with respect to language proficiency</p>
<p>Halton Catholic District School Board</p> <p>Ontario Central West Region</p>	<p><b>FSL Teacher Recruitment</b></p> <p>Job Posting, Website and Social Media Review- Utilizing Twitter, Instagram and Facebook advertising to promote engagement with prospective FSL teachers</p>
<p>Hamilton-Wentworth District School Board</p> <p>Ontario Central West Region</p>	<p><b>Out of Province “Home Stay” Program</b></p> <p>Creating an FSL-Friendly Culture- Research and planning for new FSL teacher “home stay” placements to ensure relocation and community engagement are successful in the first 3-6 months of teaching.</p>
<p>Ottawa Catholic School Board</p> <p>Ontario East Region</p>	<p><b>Recrutement, ce n’est que le début!</b></p> <p>Post-Secondary Partnerships- Outreach and marketing enhancements to reach non-traditional post-secondary institutions as new sources of FSL teacher recruitment</p>
<p>Rainbow District School Board</p> <p>Ontario North East Region</p>	<p><b>FSL Teacher Recruitment – Promotional Campaign</b></p> <p>Community Outreach and Job Posting, Website and Social Media Review- Creation of promotional videos promoting FSL teaching in the Rainbow/Sudbury community.</p>
<p>Renfrew County District School Board</p> <p>Ontario</p>	<p><b>FSL Recruitment in Professional/Specialized Publications</b></p>

School Board	Title and Description of Project
East Region	Community Outreach- Utilizing media advertisements in non-traditional platforms (e.g., Canadian Parents for French, Canadian Military Families magazines/websites)
Trillium Lakelands District School Board  Ontario Central East Region	<p style="text-align: center;"><b>Fostering Post-Secondary Partnerships</b></p> Post-Secondary Partnerships and Job Posting, Website and Social Media Review- Attendance at job fairs with explicit messaging with respect to support for newly hired FSL teachers and review/enhancement of digital promotion of FSL teaching in Trillium Lakelands region.

## Section 4: Next Steps, Recommendations and Considerations

After triangulating the findings from the review of literature and our current study, we have identified a number of strategic next steps. An important next step is to systematically evaluate the effectiveness of strategies once they are actively being used by the pilot projects in their local context. It is also important to engage with key stakeholders in a process of ongoing refinement of the draft recruitment guide, thus, we will seek feedback from stakeholders to help improve the Draft Guide. Six of the pilot boards are undertaking a website review. We are looking to increase the number of school boards who participate in website reviews in order to improve their websites given the important role that marketing plays in recruiting FSL teachers. Further, there are some strategies that are not currently being piloted by any of our school board partners therefore we aim to have all categories piloted in subsequent years. Similar to the research study, the pilot projects are Ontario centric, thus we aim to collaborate with school boards across Canada in future years. School districts outside of Ontario have expressed interest in partnering with this initiative but had to decline due to the pandemic. As the Draft Guide is revised in subsequent years, there is an opportunity to explore other low supply / high-demand professions in order to understand how their recruitment strategies can be modified for educational contexts. Lastly, recruitment and retention are interconnected, thus retention needs to be considered and continue to be an ongoing consideration with the aim of enhancing the interconnectivity between the two processes.

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# Glossary

ACPI - Association Canadienne des professionnels de l'immersion

ACTFL - American Council on the Teaching of Foreign Languages

ATS - Applicant Tracking System

A2E- ApplytoEducation

CASLT - Canadian Association of Second Language Teachers

CASSA - Canadian Association of School System Administrators

CEFR - Common European Framework of Reference

CODE - Council of Ontario Directors of Education

CSBA - Canadian School Boards Association

CTF - Canadian Teachers' Federation

DALF - Diplôme Approfondi de Langue Française, or Advanced Diploma in French Language

DELF - Diplôme d'études en langue française (Diploma in French Language Studies)

DLPT - Defense Language Proficiency Test, published by the Defense Language Institute, USA

DFORP - Centre franco-ontarien de ressources pédagogiques

DSB - District School Board

ERDI - Education Research Development and Innovation

ETFO - Elementary Teachers' Federation of Ontario

EXPLORE - Government of Canada Second Language Bursary Program

FNCFS - Fédération nationale des conseils scolaires francophones

FSL - French as a Second Language

FSL-OLMP - French as a Second Language- Ontario Labour Market Partnership

HR professional - Human Resources professional

ICT - Initiative Coordinating Team

LTO - Long Term Occasional

MLTSD - Ministry of Labour, Training and Skill Development (Ontario)

NTIP - New Teacher Induction Program (Ontario)

OCT - Ontario College of Teachers

OLE - Official Languages in Education

OMLTA - Ontario Modern Language Teachers Association

OPSBA - Ontario Public School Boards' Association

OTF - Ontario Teachers Federation

RCE - Regional Centre for Education (Nova Scotia)

SME - Subject Matter Expert



## Appendix A – Team Members and Collaborators

<i>Initiative</i>	<i>Team</i>
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<b><i>Supporting Principals to Address Challenges in Retention and Professional Support of FSL Teachers Initiative</i></b>	<b>Project Lead: Brenda Blancher* Project Manager: Judith Nyman* Project Researcher: Rebecca Stroud Stasel* OPC Lead: Nadine Trépanier-Bisson CPCO Lead: Luciana Cardarelli Research Assistants: Dr. John Bossica Becca Evans, and Dr. Ayman Massouti</b>

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# **Appendix B – Draft Recruitment Guide**

## **FSL Teacher Draft Recruitment Guide for English-Language School Boards**

**February 2021**

**This resource has been made possible thanks to financial support from the Government of Ontario and the Government of Canada through the Department of Canadian Heritage.**

**DRAFT COPY**

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## Introduction

Satisfying the demand for French as a Second Language (FSL) teachers for core/basic and immersion programs has been a persistent labour market challenge in Canadian schools for many years. A review of past studies and reports confirmed the challenges associated with FSL teacher recruitment. The Ontario Public School Boards' Association (OPSBA) led an initiative sponsored by the Ontario Ministry of Labour and Skills Development. Throughout the three phases of this initiative entitled, *Meeting Labour Market Needs for French as a Second Language Instruction in Ontario, 2017-2021*, there were a number of high-yield strategies that emerged which required further exploration. These strategies emerged as complex, interrelated and multi-faceted and required the collaborative commitment from many education partners.

In early 2020, OPSBA was approved to lead three subsequent initiatives as part of the FSL Teacher Recruitment and Retention Strategy in French Immersion and French Second Language Programs, an initiative funded in part by the Department of Canadian Heritage and the Province of Ontario. These initiatives support the public education sector and are envisioned to be three years in length and pan-Canadian in scope.

School boards<sup>9</sup> across Canada have indicated that they have struggled with recruiting and hiring FSL teachers and have been unable to meet their recruitment goals for FSL.

One of initiative's key objectives was to develop a guide for English-language school boards that supports the effective recruitment and hiring of FSL teachers. The *FSL Teacher Draft Recruitment Guide for English-Language School Boards* (Draft Guide) is a resource for English-language school boards in Canada. This guide is intended to provide human resources (HR) personnel with specific strategies that have been used in school boards across Canada within differing contexts. This initiative will continue for a period of two years and the strategies contained in this Draft Guide will be further evaluated as the initiative continues.

Another objective for this initiative was to conduct research to inform higher-potential recruitment strategies and test these strategies using a pilot project format.

The strategies proposed in the Draft Guide are informed by research conducted as part of the initiative, with the intention of producing a comprehensive list of higher-yield strategies for recruitment and hiring of FSL teachers across Canada as well as increasing the overall supply of FSL teachers. The research included the following:

- Review of a sample of Canadian school board websites related to careers/hiring;
- Pan-Canadian surveys and interviews of recently hired FSL teachers;
- Pan-Canadian surveys and interviews of HR professionals with responsibility for the recruitment and hiring of FSL teachers;
- Literature reviews related to FSL teacher recruitment/hiring;
- Literature reviews related to recruitment/hiring for high demand/low supply careers;

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<sup>9</sup> Across Canada, local school jurisdictions are referred to as districts, or divisions, or boards, as determined by provincial/territorial governments.

- Interview labour market subject matter expert (SME) related to recruitment/hiring for high demand/low supply careers.

The Draft Guide has also been informed by a previous OPSBA project, the *Ontario Labour Market Partnership* involving school boards, trustee associations, faculties of education, teacher federations, education workers' unions, Ministry of Education, professional school leadership organizations, Ontario College of Teachers, human resources personnel and principals that provided guidance related to teacher recruitment and retention strategies in French as a Second Language Programs.

## **How to Use this Guide**

The Draft Guide is intended for use by all publicly funded English-language school districts in Canada as a resource to support recruitment and hiring of FSL teachers. The Draft Guide is based upon research findings from literature reviews, HR staff surveys and interviews (pan-Canadian), FSL teacher surveys and interviews (pan-Canadian) and website reviews (pan-Canadian).

The Draft Guide is divided into six strategy categories:

Strategy 1 - Job Posting, Website and Social Media

Strategy 2 - Post-Secondary Partnerships

Strategy 3 - Financial Incentives

Strategy 4 - Recruitment Data Tracking

Strategy 5 - Creating an FSL-Friendly Culture

Strategy 6 - Community Outreach

On the following pages you will find a summary of each strategy citing the source of the strategy. Also included is a worksheet so boards can assess their alignment with each strategy and build a work plan to improve recruitment practice. To enhance your FSL teacher recruitment/hiring practice, it is suggested a board:

1. Choose one or more of the strategy categories and complete a board self-assessment.
2. Based upon the board self-assessment, choose specific actions to enhance your practice.
3. Use the worksheets which include a timeline to monitor your actions with respect to your recruitment and hiring practices enhancement.

## Recruitment Strategies

### 1. Job Posting, Website and Social Media

As a result of the initiative's literature review, survey and interview data and consultations with human resources professionals and recruiting subject matter experts the importance of the effective use of websites and social media as it relates to the recruitment of FSL teachers emerged.

Recent research has helped to provide insight into the hiring process as experienced by new FSL teachers. More specifically, research has identified the key challenges that discouraged FSL teachers from applying to specific job postings in Ontario. These challenges included lack of sufficient details about the job (e.g., location of available jobs, when jobs will be available), interview location (e.g., interviews may be held too far away), and when job applications and interviews were held (e.g., may accept jobs that are offered earlier).

A study asked new FSL teachers what was the most effective way to learn of FSL job opportunities (OPSBA, 2018). Fifty-four percent of newly hired FSL teachers responding to the survey indicated that board websites were the most effective means. Of the strategies Ontario boards use, websites and social media were considered to be one of the most effective whereas strategies such as offering financial / in-kind incentives and use of print media to advertise for FSL teachers to be less effective.

The following list includes a combination of a set of guided questions developed by OPSBA's Labour Market Partnership (Appendix H) and additional questions informed by the research that can assist school districts when reviewing their website.

1. What is the information regarding FSL programming on the district's website?
  - 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 occasional teaching opportunities?
  
2. How easy is it for teachers to find the employment opportunities on the school board website?
  - 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?
  - 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?

3. Is there a clear outline for the process for hiring FSL teachers?
  - What is the application deadline?
  - What application platform is used for hiring?
  - Is there a link to the platform on the website?
  - Are you using the online platform to its full potential?
  - How do applicants see the posting?
  - Is your job posting easy to read?
  - Is the information complete?
  - Does the posting list the type of FSL program for the position?
  - Does the posting name the school attached to the position?
  - Does the posting state 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?
  - Does your posting identify who can apply (i.e., internal, external, occasional)?
  - Does it include the necessary requirements?
  - Does it describe language proficiency requirements and assessment?
  - Is the hiring process clearly explained? (stages of the hiring process, dates, online interview, etc.)?
  - Are there links to the board website- (i.e., French teaching opportunities at the board, Teach en Français information sessions, FAQs?)
  - Is it a bilingual posting?
  
4. What are the qualifications required to teach FSL in the school board?
  - Is there an evaluation of language proficiency? Is there a test? What are the proficiency expectations of FSL teachers?
  - Are there specific proficiency levels for FSL positions? [e.g., CEFR (DELF, DALF)]
    - Are they different for elementary and secondary?
    - Are they different for the type of FSL program?
  - Do you have current policies in place that a new FSL teacher would consider prohibitive?
  - Are there conditions of employment (e.g., if the teacher must teach FSL for a specific # years, call in requirements for occasional teachers, etc.) (OPSBA, 2019, pp. 94-97)

A pan-Canadian review of 145 school board websites to determine the accessibility and visibility of FSL job opportunities revealed four criteria with which to assess the manner in which FSL opportunities were posted:

**Criterion 1: Accessibility of Career Opportunities**

- Number of ‘mouse clicks’ on a board website to find current job postings or application processes
- Visibility of career opportunities on the district’s home website page



**Criterion 2: Visibility of FSL-specific job opportunities**

- Current teaching opportunities noted on school district’s home website page
- FSL specific opportunities noted on the school district’s home website page
- Links to application software on school district’s website adjacent to postings

**Criterion 3: Ease of Application**

- Application portal or electronic application forms
- Application systems (example: Apply to Education) to post jobs

**Criterion 4: Statement of Requirements**

- List requirements for teaching French on website or job-postings
- Include requirements for proficiency and testing if applicable
- Indicate requirements for oral and written proficiency and testing
- Indicate requirement for DELF or DALF level if applicable
- Indicate and preferred qualifications (examples: almost first language proficiency, completion of studies in French language)

Paige Garner (2018), in a blog about high demand / low supply careers, posted eight employee recruitment strategies to improve hiring processes for HR managers. Garner recommended three key strategies including developing an employer brand, creating job postings that reflect employer brand and using social media effectively. Garner also suggests that employers ask questions related to why someone might want to work with their organization or whether the board has employees who are “net promoters” of the organization. Noting that more candidates are from the millennial demographic, employers should pay particular attention to their social media presence.

**Use the following table to conduct a review of use of Job Postings, Website and Social Media:**

<b>Recruitment Strategy Job Posting, Website and Social Media Review</b>	<b>Board Self-Assessment</b>	<b>Action(s)</b>	<b>Time</b>
Use of print media to advertise for FSL teachers.			
Use of social media to advertise for FSL teachers			

<b>Recruitment Strategy Job Posting, Website and Social Media Review</b>	<b>Board Self-Assessment</b>	<b>Action(s)</b>	<b>Time</b>
Use of school district website to advertise for FSL teachers.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Current teaching opportunities noted on Board landing page</li> <li><input type="checkbox"/> FSL specific opportunities noted on the Board landing page</li> <li><input type="checkbox"/> Are FSL programs portrayed in a positive light?</li> <li><input type="checkbox"/> Are the benefits of learning a second language visible to promote all the FSL programs offered by the school board?</li> <li><input type="checkbox"/> How many mouse clicks does it take to find the information?</li> <li><input type="checkbox"/> Would prospective FSL teachers find hiring information complete?</li> <li><input type="checkbox"/> Who would they contact for more information?</li> <li><input type="checkbox"/> Is the information available in English and in French?</li> <li><input type="checkbox"/> What platform is used for hiring?</li> <li><input type="checkbox"/> Is there a link to the platform on the website? Application portal or electronic application forms</li> <li><input type="checkbox"/> Application systems (example: ApplytoEducation) to post jobs</li> </ul>		
Content / appearance of job postings	<ul style="list-style-type: none"> <li><input type="checkbox"/> Considering part time opportunities: Is it possible to combine the positions with others to allow for a full-time or less part-time offering?</li> <li><input type="checkbox"/> Is there a clear outline for the process for hiring FSL teachers?</li> <li><input type="checkbox"/> What is the application deadline?</li> </ul>		

<b>Recruitment Strategy Job Posting, Website and Social Media Review</b>	<b>Board Self-Assessment</b>	<b>Action(s)</b>	<b>Time</b>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> What platform is used for hiring?</li> <li><input type="checkbox"/> Is there a link to the platform on the website?</li> <li><input type="checkbox"/> Does the posting list the type of FSL program for the position?</li> <li><input type="checkbox"/> The name of the school attached to the position?</li> <li><input type="checkbox"/> 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?</li> <li><input type="checkbox"/> Who can apply (i.e. internal, external, occasional)?</li> <li><input type="checkbox"/> Necessary qualification requirements?</li> <li><input type="checkbox"/> What are the qualifications required to teach FSL in the school board? (e.g., in Ontario, Additional Qualifications FSL Parts 1, 2, or Specialist; Junior/Intermediate Basic Qualifications in French; Intermediate/Senior Basic Qualifications in French; other equivalency?)</li> <li><input type="checkbox"/> Are there specific proficiency levels for FSL positions? [e.g., CEFR (DELF, DALF)] <ul style="list-style-type: none"> <li><input type="checkbox"/> Is there an evaluation of language proficiency? Is there a test? What are the proficiency expectations of FSL teachers?</li> </ul> </li> <li><input type="checkbox"/> Are they different for elementary and secondary?</li> <li><input type="checkbox"/> Are they different for the type of FSL program?</li> </ul>		

Recruitment Strategy Job Posting, Website and Social Media Review	Board Self-Assessment	Action(s)	Time
	<input type="checkbox"/> Do we have current policies in place that a new FSL teacher would consider prohibitive? <input type="checkbox"/> Are there conditions of employment (e.g., if the teacher must teach FSL for a specific # years, call in requirements for occasional teachers, etc.) <input type="checkbox"/> Indicate preferred qualifications (examples: almost first language proficiency, completion of studies in French-language)		
Create an employer brand	<input type="checkbox"/> Are all recruitment materials on postings, website, social media and print branded with board branding?		

**2. Post-Secondary Partnerships**

Post-secondary partnerships have a role to play when it comes to recruitment of FSL teachers across Canada. The need for partnerships with post-secondary institutions in order to grow the pool of teachers through placements and practicum opportunities has been found in the literature review of past studies. There are many local factors that come into play and HR officials have commented that their use of specific strategies is affected by a number of local factors including established arrangements with faculties of education. (OPSBA, 2018, p. 24)

Considering how newly hired FSL teacher respondents rated these local factors in the 2018 OPSBA study may, therefore, affect how individual boards evaluate the effectiveness of recruitment strategies listed below as the most effective ways for potential FSL teacher candidates to learn about FSL job opportunities (% newly hired teacher respondents selecting a particular choice):

1. Information on board websites (54.5%)
2. Acquaintance with current employees of a board (44.6%)
3. Colleagues/other applicants (41.4%)
4. Information made available through Faculty of Education (26.6%)

This same report noted that French language proficiency appeared as a concern according to comments in the human resources survey which reported approximately 1 in 4 FSL teacher applicants fell short of their board's French proficiency thresholds (OPSBA, 2018, p.34). It is suggested that boards and faculties of education work towards a common understanding of proficiency standards. This could begin on a local level with expansion provincially and ideally on a national level.

Within the report, boards were asked to reflect on the effectiveness of their current FSL teacher recruitment strategies (OPSBA, 2018, p. 23). Numbers 1-3 below reflect the strategies that were perceived by HR respondents to be effective and more effective than others:

1. Conduct interviews during job fairs at faculties of education
2. Conduct relevant, valid French-language proficiency assessments during job fairs at faculties of education
3. Hire FSL teachers to a pool in anticipation of emerging job vacancies

Job fairs continue to be a well-used mode of recruiting FSL teachers. Strategies to appropriately promote at job fairs (#1 above) include:

- Be visual! Consider a bilingual banner that expresses your need/appreciation of FSL teachers;
- Have board information about FSL programs at the board available in French and English;
- Include information about hiring practices and language proficiency assessments;
- Celebrate what your board has to offer FSL teachers (e.g., Professional development opportunities, regional attributes, support systems, etc.)
- If you have current openings, bring the job ad to the session;
- Ensure that there is someone at the job fair representing your board that speaks French

One of the challenges mentioned by recently hired FSL teacher survey respondents that dissuaded applicants from pursuing an FSL job in a particular school district included a lack of specific information about available jobs (OPSBA, 2018, p. 31). For example, some school districts hire to a "pool" of job-ready FSL teachers and may not be able to provide job specifics before expecting a candidate to accept a job offer. Some very large school districts are unable to determine at interview time where an opening will be.

**Use the following table to conduct a review of use of Post-Secondary Partnerships:**

Recruitment Strategy Post-Secondary Partnerships	Board Self-Assessment	Action(s)	Time
Conduct job fairs at faculties of education	<ul style="list-style-type: none"> <li><input type="checkbox"/> Be visual! Consider a bilingual banner that expresses your need/appreciation of FSL teachers.</li> <li><input type="checkbox"/> Have board information about FSL programs at the board available in French and English.</li> <li><input type="checkbox"/> Include information about hiring practices and language proficiency assessments.</li> <li><input type="checkbox"/> Celebrate what your board has to offer FSL teachers- professional development opportunities, regional attributes, support systems, etc.</li> <li><input type="checkbox"/> If you have current openings, bring the job ad to the session.</li> <li><input type="checkbox"/> Ensure that there is someone at the job fair representing your board that speaks French.</li> </ul>		
Conduct relevant, valid French-language proficiency assessments during job fairs at faculties of education			

<b>Recruitment Strategy Post-Secondary Partnerships</b>	<b>Board Self-Assessment</b>	<b>Action(s)</b>	<b>Time</b>
Hire FSL teachers to a pool in anticipation of emerging job vacancies			
Partnerships with post-secondary			
Strengthen Co-op experiences between pre-service programs and school districts			

### 3. Financial Incentives

Research suggests that effective use of targeted incentives such as financial, student loan subsidies, accommodation, relocation allowances and in-kind support may appeal to new FSL teachers. Some teachers interviewed highlighted financial incentives as well as the provision of housing options as being factors in their employment selection.

Continued growth in the form of professional development or the ability to further a teacher's education through assistance in completing post-secondary courses are also seen as an added bonus to teachers. "Overall, there appeared to be a more positive response to subsidies offered when learning opportunities were organized in local school boards familiar to the participants and that foster a supportive community of practice."(OPSBA, 2019, p.31) Providing financial subsidies for FSL teachers to enroll in courses and other language learning opportunities that support French language development,(e.g., language development courses, general interests courses taught in French, language immersion experiences, and additional qualification courses taught in French) is also supported in the literature.

A variety of strategies/sources that can be used in providing funding as an incentive to participate in French language and cultural immersion experiences such as:

- Review board access to Official Languages in Education (OLE) funding to support resource acquisition, professional learning opportunities, professional membership fees and licensing fees
- Access various resources through memberships in associations such as OMLTA (Ontario Modern Language Teachers' Association, ACPI (Association Canadienne des professionnels de l'immersion), CASALT (Canadian Association of Second Language Teachers), CFORP (Centre franco-ontarien de ressources pédagogiques) and FNCSF (Fédération nationale des conseils scolaires francophones)
- Provide funding for access to a variety of online resources such as Idello, TFO, Heritage Canada and Voilà Learning, to name a few
- Provide opportunities for teachers to attend French conferences such as ACPI, CASALT
- Access EXPLORE which is a FSL bursary program sponsored by Canadian Heritage (Federal Government) (<https://www.canada.ca/en/canadian-heritage/services/funding/explore.html>) (OPSBA, 2019, p. 36)

**Use the following table to conduct a review of use of Financial Incentives:**



Recruitment Strategy Financial Incentives	Board Self-Assessment	Action(s)	Time
Targeted incentives (relocation, accommodations, student loan subsidies)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Do you offer relocation allowances?</li> <li><input type="checkbox"/> Do FSL teachers have access to student loan subsidies?</li> <li><input type="checkbox"/> Are subsidies available to assist with the cost of accommodations, in high-cost communities?</li> </ul>		
Offer financial/in-kind incentives to FSL applicants	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does your board access funding available through Official Languages in Education (OLE) funding?</li> <li><input type="checkbox"/> Does your board promote and assist teachers in accessing FSL programs through <a href="#">EXPLORE</a>?</li> </ul>		
Offer additional French resources to support teachers.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are teachers provided funding to access various resources through memberships in associations?</li> <li><input type="checkbox"/> Is district licensing provided for French online resources?</li> <li><input type="checkbox"/> Is support provided for teachers to attend French language conferences?</li> </ul>		
Offer additional qualification courses pro bono	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does your board provide funding for teachers to take additional post-secondary courses?</li> </ul>		

#### 4. Recruitment Data Tracking

Human resource officials both within the education system and in other sectors recommend the effective use of human resource information systems with the board and accessing data such as the Ontario College of Teachers data in Ontario to track and monitor recruitment/hiring activities.

It has been suggested that by investing in an applicant tracking system the board will save time and money ([8 Employee Recruitment Strategies to Improve Your Hiring Process](#)). “An Applicant Tracking System (or ATS) is software that automates the process of posting jobs and finding qualified talent. This often includes one-click job posting to multiple sites, applicant sorting, and interview scheduling. There are many options available, so be sure to do your research and find the best applicant tracking system for your board’s budget and size” (Garner, 2018, p.1).

A review of 145 school board websites across Canada revealed a variety of electronic platforms to manage the recruitment process. These ranged from in-house human resource databases to dedicated third party recruitment software. Third party software platforms included: ApplytoEducation, CIMS-Job Connect, Frontline, Simplification and TalentEd-PowerSchool. ApplytoEducation appears to be the most common third-party recruitment service.

**Use the following table to review use of Recruitment Data Tracking:**

Recruitment Strategy Recruitment Data Tracking	Board Self-Assessment	Action(s)	Time
Invest in job applicant tracking system (ATS)			
Access provincial databases to identify teachers with FSL qualifications and verify qualifications of applicants			

## **5. Creating an FSL-Friendly Culture**

Creating an FSL-Friendly Culture has been identified as a strategy that may help in the recruitment of FSL teachers and also in the retention of these teachers. These strategies could include: enhanced interview processes, offering professional development and new teacher induction programs in French, mentoring, promoting additional qualifications and increased technology support for FSL teachers.

The first suggestion listed in the chart below is partnering with teacher federations to address challenges on teacher recruitment by enhancing the FSL culture within the school district.

### **Enhanced Interview Process:**

The interview process is often the first opportunity provided to you to sell your school district. Private sector strategies identify the importance of conducting interviews that are comfortable and low stress ([8 Employee Recruitment Strategies to Improve Your Hiring Process](#)) (Garner, 2018). It also highlights the importance of reflecting the culture of your organization throughout the interview process.

### **Enhancing recruitment through systematic supports for French language programming in French:**

There are a variety of areas that can be considered in order to provide a strong support system for FSL teachers:

- Do you have a French Program Consultant in your district?
- Does your school administration have training specific to understanding French second language instruction and supporting FSL teachers?
- Do you have French speaking administrators in the school?

### **Internal staff development to enhance skill proficiency in FSL**

When asked to rank order their professional learning needs, new FSL teachers surveyed ranked “opportunities to improve French language skills” second after “availability of effective teaching resources” (OPSBA, 2018). A suggestion is that school districts explore the ability to offer financial or in-kind support to teachers who have a French language proficiency that could potentially be increased to a level sufficient for teaching FSL. In-kind support may include access to courses to enhance French-language proficiency at no cost, or provide release time for FSL teachers to attend courses.

### **Use of technology to supplement skill deficits to increase teaching pool:**

Technology can be used as a resource to support teachers in not only delivering their programming but also in increasing teacher skills.

### **Dedicated French interview team that looks for candidates, shortlists and interviews on a regular basis:**

This goes hand in hand with enhanced interview processes. Having a dedicated French interview team ensures consistency in hiring, and speaks to a high level of importance being placed on the hiring of FSL teachers. These individuals should be French speaking, or at least

have a representative who can speak French, which allows candidates the opportunity to express themselves in the language in which they are the most comfortable.

### **Create a support system through dedicated FSL teacher mentorship:**

Some school districts have a mentorship program in which new teachers are paired off with experienced teachers and provided time throughout the year to work together. In speaking to individuals who have this in their districts they have noted that when sharing this information during the hiring process, candidates have been excited about the support this would provide them. The OLMP Phase II report suggests the following components of a new teacher induction program (OPSBA, 2018):

- Ensure that the professional learning components of the new teacher induction program include support for the specific needs of new FSL teachers.
- Provide incremental support to understand the CEFR, its relation to instruction and assessment of second language acquisition.
- Organize an FSL professional learning network for novice FSL teachers/ Occasional Teachers to establish mentorship/networking relationships.
- Where FSL teachers do not have access to on-site FSL colleagues, use technology (Twitter, Google+, etc.) to support mentorship and networking opportunities.
- Have retired FSL teachers become mentors for new FSL hires (OPSBA, 2019, p. 34)

The OLMP report also shares the following strategies in planning for resources to support professional learning for FSL teachers.

- Conduct surveys/focus groups based on a professional learning framework of FSL teachers in September in order to identify professional learning needs and guide professional learning planning
- Gather input from FSL teachers when considering new resources/technology/licenses.
- Organize networking opportunities to support professional learning.
- Offer Learning Institutes that focus on the CEFR to support FSL teachers of French-language and subject-content.
- Promote and enhance Leadership opportunities for FSL teachers at school and system level.
- Promote and encourage face-to-face networking opportunities, where possible, within and across schools for FSL teachers.
- Where FSL teachers do not have access to on-site FSL colleagues, use technology (Twitter, Google+, etc.) to support NTIP mentorship and networking opportunities. (OPSBA, 2019, p. 34)

Use the following table to conduct a review on Creating an FSL-Friendly Culture:

Recruitment Strategy Creating FSL-Friendly Culture	Board Self-Assessment	Action(s)	Time
Partnering with unions to address challenges on teacher recruitment by enhancing the FSL culture within the school district.	<input type="checkbox"/> Does your board work with teacher federations to discuss how to enhance FSL culture in order to recruit and retain teachers?		
Enhancing recruitment issues through systemic supports for French.	<input type="checkbox"/> Do you have a French Program Consultant in your district? <input type="checkbox"/> Does your school administration have training specific to understand French second language instruction and supporting FSL teachers? <input type="checkbox"/> Do you have French speaking administrators in the school? <input type="checkbox"/> Do you gather input from FSL teachers when considering new resources, technology and licenses?		
Use of technology to supplement skill deficits to increase teaching pool	<input type="checkbox"/> Do you use technology to support mentorship and networking opportunities for FSL teachers that do not have access to on-site FSL colleagues? <input type="checkbox"/> Do you use technology to provide professional		

Recruitment Strategy Creating FSL-Friendly Culture	Board Self-Assessment	Action(s)	Time
	development opportunities in French for FSL teachers?		
Internal staff development to enhance skill proficiency in FSL	<ul style="list-style-type: none"> <li><input type="checkbox"/> Do you offer financial or in-kind support to teachers who have a French language proficiency that could potentially be increased to a level sufficient for teaching FSL?</li> <li><input type="checkbox"/> Do you conduct surveys and/or establish focus groups based on a professional learning framework of FSL teachers, at the beginning of the year, to identify professional learning needs and guide professional learning planning?</li> <li><input type="checkbox"/> Do you organize networking opportunities to promote professional learning?</li> <li><input type="checkbox"/> Do you offer Learning Institutes that focus on the CEFR to support FSL teachers?</li> <li><input type="checkbox"/> Do you promote and enhance leadership opportunities for FSL teachers at school and system level?</li> <li><input type="checkbox"/> Do you promote and</li> </ul>		

Recruitment Strategy Creating FSL-Friendly Culture	Board Self-Assessment	Action(s)	Time
	encourage face-to-face networking opportunities, where possible, within and across schools for FSL teachers?		
Conduct Awesome Interviews	<input type="checkbox"/> Does your interview process reflect the culture of your district? <input type="checkbox"/> Does your interview process ensure comfortability for all involved? <input type="checkbox"/> Are your interview questions established to reflect the job the candidate is being interviewed for?		
Dedicated French interview team that looks for candidates, shortlists and interviews on a regular basis.	<input type="checkbox"/> Do you have a dedicated French interview team? <input type="checkbox"/> Do you have representatives on your interview team that have a sound understanding of the teaching of FSL? <input type="checkbox"/> Does the makeup of your interview team allow candidates to speak in the language if their choice for part or all of the interview process?		
Create a support system	<input type="checkbox"/> Do you have a New		

Recruitment Strategy Creating FSL-Friendly Culture	Board Self-Assessment	Action(s)	Time
through dedicated FSL teacher mentorship	<p>Teacher Induction Program that supports the specific needs of new FSL teachers?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Do you provide support to understand the CEFR, its relation to instruction and assessment of second language acquisition?</li> <li><input type="checkbox"/> Do you have an organized professional learning network for novice FSL teachers and occasional teachers, to establish mentorship/ networking relationships?</li> <li><input type="checkbox"/> Do you access retired FSL teachers to mentor new FSL teachers?</li> </ul>		



## 6. Community Outreach

Active marketing within the broader community targeted at French-speaking individuals who may have teaching credentials is another strategy to consider. A common strategy that has been recommended in the research is the effective use of proximity within a school board community to attract prospective and/or qualified but unemployed FSL teachers using conventional and unconventional communications channels. This can and will look different depending on the geographical and demographic context of each school board.

Focus on hiring graduates and residents within the school district's region has been suggested as an effective strategy. When asked about the factors influencing their decision to apply to particular boards, new FSL teachers identified that board's proximity to their preferred place of residence as the strongest influence, followed by their prior knowledge of the board and experience working in the board as a volunteer or as part of their teacher education practicum (Jack and Nyman, 2018).

A strategy gleaned from non-education recruiters suggests that recruiting passive candidates who hold teacher qualifications but are not currently employed in education and not actively looking for a job can be effective. "These candidates will often be the most qualified and seem to be the perfect person for the job. Personally, reaching out to them will show that you are truly interested in their talent and will be sure to grab their attention. Using social media and connections will help you identify these potential candidates as well as raise awareness of your need for FSL teachers" (Garner, 2018 p. 1). In addition, conducting outreach to internal markets using internal email distribution to solicit qualified under employed internal candidates can be effective. (FSL-Recruitment Query-Deloitte Consulting – Sept. 23/2020)

Collaboration within a province to incent applications for FSL is also supporting the recruitment effort in various places across the country. British Columbia (B.C.) has a provincial teacher recruitment strategy (<https://www.makeafuture.ca>). B.C. school districts use a combination of the "Makeafuture.ca" plus incorporate their own local messaging to promote candidate recruitment. A number of provinces have integrated school district hiring into their provincial hiring portals, specifically, Nova Scotia (NS Ednet) and Prince Edward Island (Jobs PEI) are examples of school boards using provincial hiring portals.

The Association Canadienne des professionnels de l'immersion (ACPI) has recently launched a [portal](#) dedicated to recruitment for careers in French Immersion and French Second Language teaching in Canada. Jobimmersion.ca is a job search website <https://www.jobimmersion.ca> for potential FSL teachers with multiple functionalities and a site for employers to post French Immersion jobs.

Finally, another possibility is to conduct outreach to external markets that may exist within a board's region or from more distant locations. For example, thousands of bilingual employees at Air Canada have been laid off and some may have teacher qualifications. (FSL-Recruitment Query-Deloitte Consulting – Sept. 23/2020)

Use the following table to conduct a review of Community Outreach Strategies:

Recruitment Strategy Community Outreach	Board Self-Assessment	Action(s)	Time
Promotion of living/working within the region			
Focus on hiring graduates/residents within board region			
Find passive candidates within region using DSB social platforms- School Messenger			
Collaboration within province to incent applications for FSL			
Unique opportunities for non-traditional talent pools			

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## Appendix I – Draft Guide Acknowledgements

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We would also like to extend our gratitude to the collaborators on this work including the writing team for the *FSL Teacher Draft Recruitment Guide for English-Language School Boards* (Andre Labrie, Debra McFadden, Claudia Parker, and Gary Strother) and our project researcher, Dr. Heather Braund for her expertise and methodological assistance with leading the research portion of this initiative.

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Many professional organizations and associations across Canada were instrumental in assisting in communicating and distributing the survey to their members for we are very grateful. We would like to thank the survey respondents and interviewees who participated in the study by sharing their insights.

## Appendix II – Draft Guide Resources

The following reports, studies and research were used to formulate the strategies in this guide. For those who want to review the entirety of the reports they are linked below. The URL is also provided for those who may receive the Draft Guide in paper format.

Source Document	URL
<a href="#">Meeting Labour Market Needs for French as a Second Language Instruction in Ontario: Understanding Perspectives Regarding the French as a Second Language Teacher Labour Market Issue - OLMP Phase I Report</a>	<a href="https://www.opsba.org/Shared%20Documents/OPSBA%20Website/Site%20Collection%20Documents/FSL-OLMP%20Year%20End%20Report.pdf">https://www.opsba.org/Shared%20Documents/OPSBA%20Website/Site%20Collection%20Documents/FSL-OLMP%20Year%20End%20Report.pdf</a>
<a href="#">8 Employee Recruitment Strategies to Improve Your Hiring Process</a>	<a href="https://technologyadvice.com/blog/human-resources/employee-recruitment-strategies">https://technologyadvice.com/blog/human-resources/employee-recruitment-strategies</a>
<a href="#">Meeting Labour Market Needs for French as a Second Language Instruction in Ontario - Nyman and Jack 2019</a>	<a href="http://pubs.sciepub.com/education/7/7/1/index.html">http://pubs.sciepub.com/education/7/7/1/index.html</a>
<a href="#">Meeting Labour Market Needs for French as a Second Language Instruction in Ontario: Moving Forward with Understanding Perspectives Regarding the French as a Second Language Labour Market Issues - FSL - OLMP Phase II Year End Full Report</a>	<a href="https://www.opsba.org/Shared%20Documents/Advocacy%20and%20Action/Documents/FSL%20FULL%20REPORT%202019_ONLINE.pdf">https://www.opsba.org/Shared%20Documents/Advocacy%20and%20Action/Documents/FSL%20FULL%20REPORT%202019_ONLINE.pdf</a>
<a href="#">Recruitment Strategies</a>	<a href="https://www.cleverism.com/8-proven-recruitment-strategies/">https://www.cleverism.com/8-proven-recruitment-strategies/</a>
<a href="#">How to Improve Quality of Hire by Using Supply vs. Demand Analysis</a>	<a href="https://business.linkedin.com/talent-solutions/blog/quality-of-hire/2017/how-to-improve-quality-of-hire-by-using-supply-vs-demand-analysis">https://business.linkedin.com/talent-solutions/blog/quality-of-hire/2017/how-to-improve-quality-of-hire-by-using-supply-vs-demand-analysis</a>
<a href="#">11 Recruitment Strategies to Attract Top Talent in 2021</a>	<a href="https://toggl.com/blog/recruitment-strategies">https://toggl.com/blog/recruitment-strategies</a>
<a href="#">10 Strategies for Recruiting In a Highly Competitive Job Market</a>	<a href="https://skillmeter.com/blog/10-strategies-for-recruiting-highly-competitive-job-market">https://skillmeter.com/blog/10-strategies-for-recruiting-highly-competitive-job-market</a>
<a href="#">Association Canadienne des professionnels de l'immersion website</a>	<a href="https://www.acpi.ca/launch-of-jobimmersion-ca-a-job-search-web-site-dedicated-to-french-immersion-professionals/">https://www.acpi.ca/launch-of-jobimmersion-ca-a-job-search-web-site-dedicated-to-french-immersion-professionals/</a>

## Appendix III – Draft Guide Glossary of Terms

Acronym	Definition
ACPI	Association Canadienne des professionnels de l'immersion
AQ	Additional Qualification
ATS	Applicant Tracking System
CASALT	Canadian Association of Second Language Teachers
CEFR	Common European Framework of Reference for Languages
DEL F	Diplôme d'études en Langue Française (Beginner and intermediate levels), or beginner / intermediate Diploma in French Language
DALF	Diplôme Approfondi de Langue Française, or Advanced Diploma in French Language
DFORP	Centre franco-ontarien de ressources pédagogiques
DSB	District School Board
EXPLORE	Government of Canada Second Language Bursary Program
FNCFS	Fédération nationale des conseils scolaires francophones
FSL	French as a Second Language
LTO	Long Term Occasional
NTIP	New Teacher Induction Program (Ontario)
OCT	Ontario College of Teachers
OLMP	Ontario Labour Market Partnership
OPSBA	Ontario Public School Boards' Association
OLE	Official Languages in Education
OMLTA	Ontario Modern Language Teachers' Association
SME	Subject Matter Expert

## Appendix C – HR Staff Survey

1. In which province/territory are you currently employed?

▼ Alberta (1) ... Yukon (13)

2. Is FSL mandatory in your province/territory?

- Yes
- No

Display This Question:

Is FSL mandatory in your province/territory? = Yes

2a. Is FSL mandatory in your district/region?

- Yes
- No

Display This Question:

Is FSL mandatory in your district/region? = Yes

2b. In which grade is FSL mandatory?

3. In which grades is FSL offered?

4. Do you have issues with finding sufficient numbers of FSL teachers for the number of vacancies?

- Yes
- No

Display This Question:

Do you have issues with finding sufficient numbers of FSL teachers for the number of vacancies? = Yes

4a. If yes, why do you think this is the case?

Display This Question:

Do you have issues with finding sufficient numbers of FSL teachers for the number of vacancies? = No

4b. If no, why do you think this is the case?

5. How many students (full-time equivalent) are in your school board?

6. Which application platforms do you use for the application process?

7. Which of the following strategies do you use when recruiting FSL teachers? Please check all that apply.

- Access certification (e.g., OCT) databases to identify teachers with FSL qualifications
- Use print media to advertise for FSL teachers
- Use social media to advertise for FSL teachers
- Use board website to advertise for FSL teachers
- Other (Please describe)

8. Which of the following strategies do you use for hiring FSL teachers? Please check all that apply.

- Conduct online interviews
- Conduct online French language assessments
- Conduct interviews during job fairs at Faculties of Education
- Hire FSL teachers to a pool in anticipation of emerging job vacancies
- Offer financial/in-kind incentives to FSL applicants
- Other (Please describe)



9. Please rate your level of agreement with each item below ranging from 1 (Strongly disagree) to 7 (Strongly agree). Feel free to elaborate after any of your answers.

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
a. There are unique strategies used to recruit FSL teachers through my school board.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. There are challenges associated with recruiting FSL teachers through my school board.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. There has been recent discussion about amending FSL teacher recruitment practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. What challenges have you experienced in regard to recruiting FSL teachers?

11. Please describe any high-yield strategies that you use when recruiting FSL teachers through your school board.

12. What feedback have you collected from various stakeholders about your recruitment process that could lead to an improved process?

13. What recommendations do you have for improving recruitment of FSL teachers?

# Appendix D – Draft of Interview Questions for HR Professionals

1. How do you advertise for FSL job opportunities through your school board?
  - a. Of these advertising methods, which one is most effective? Why?
  - b. Which one is the least effective? Why?
2. To what extent have you been able to meet your goals for recruiting FSL teachers in the last two years?
3. Please describe your experiences with the recruitment process in the last year.
  - a. What are the key features of your current recruitment practices for FSL teachers?
  - b. What facilitated the recruitment process, if anything?
  - c. What hindered the recruitment process, if anything?
4. What strategies do you use for recruiting FSL teachers?
  - a. How have these strategies changed if at all?
  - b. If they have changed, what has been the impact of the changes?
5. How successful are these current recruitment practices for FSL teachers?
  - a. If successful, why do you think these recruitment practices have been successful?
  - b. If no, why don't you think these recruitment practices have been successful?
6. What supports have been helpful during the recruitment process, if any?
7. What barriers have impacted the recruitment process, if any?
8. Can you think of any recommendations for how to improve the recruitment process for future FSL teachers?
9. Is there any other feedback that you would like to provide regarding the recruitment process that we haven't already discussed?

## Appendix E – FSL Teacher Survey

1. In which province/territory are you currently employed?

▼ Alberta (1) ... Yukon (13)

2. In which division(s) are you currently certified? Please enter all below.

3. In which school region have you recently been hired? Please enter it below.

4. How many school boards did you apply to?

5. How many interviews were you granted?

6. How many jobs were you offered?

7. Were you recruited?

Yes

No

Display This Question:

Were you recruited? = Yes

7a. Please describe how you were recruited.

8. Which application platform did you use for the application process?

9. Please rate your level of agreement with each item below ranging from 1 (Strongly disagree) to 7 (Strongly agree). Feel free to elaborate after any of your answers.

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
a. The application process was straightforward	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I had no technical difficulties during the application process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I found the application process challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I was able to get answers to any questions I had during the application process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. I was offered a job in the district that I most wanted?

- Yes
- No

Display This Question:

I was offered a job in the district that I most wanted? = No

- 10a. Please describe what happened.
11. What factors most influenced your decisions to apply in your selected school districts?
12. How did you decide which school boards to apply to as an FSL teacher?
13. Please describe a brief chronological process that led you to your current employment.
14. What was helpful during the application process, if anything?
15. What barriers did you experience during the application process, if any?

# Appendix F – Interview Questions for FSL Teachers

1. How did you find out about the job opportunities that you recently applied for as a FSL teacher?
  - a. Of these advertising methods, which one was most effective? Why?
  - b. Which one was the least effective? Why?
2. Please describe your experiences with the application process that you recently underwent as a newly hired FSL teacher?
  - a. What facilitated your application, if anything?
  - b. What hindered your application, if anything?
  - c. How clear were the application requirements?
3. Can you think of any recommendations for how to improve the recruitment process for future FSL teachers?
4. Can you think of any recommendations for how to improve the application process for future FSL teachers?
5. Is there any other feedback that you would like to provide regarding the recruitment and application process as a newly hired FSL teacher that we haven't already discussed?

## Appendix G – Pan-Canadian Website Scan

Province	School District
Newfoundland (NLESD)	Labrador Region
	Western Region
	Avalon Region
	Central Region
PEI	One Board
	Nine Families of Schools
	Fifty-six Schools
Nova Scotia	Halifax RCE
	Cape Breton RCE
	Annapolis Valley RCE
	South Shore RCE
	Chignecto RCE
	Strait RCE
	Tri County RCE
New Brunswick	Anglophone North
	Anglophone South
	Anglophone East
	Anglophone West
Quebec	Central Quebec SB
	Eastern Shores SB
	Eastern Townships SB
	LB Pearson SB
	English Montreal SB
	Riverside SB
	New Frontiers SB
	Sir W. Laurier SB
	Western Quebec SB
Ontario	All 60 English Public and Catholic DSB's



<b>Province</b>	<b>School District</b>
Manitoba	Brandon
	Lord Selkirk
	Pembina Trails
	River East Transcona
	Winnipeg
	Flin Flon
	Evergreen
	Red River Valley
	Swan Valley
	Portage la Prairie
Saskatchewan	Regina Catholic
	Regina Public
	Saskatoon Public
	Saskatoon Catholic
	Prairie Valley
	Southeast Cornerstone
	Lloydminster Catholic
	Light of Christ
	Horizon
	Chinook
Alberta	Buffalo Trails
	Calgary Public
	Edmonton Public
	Foothills
	Lethbridge
	Pembina Hills
	Black Gold
	Grande Prairie
	Evergreen Catholic
	Calgary Catholic
British Columbia	Surrey
	Delta
	Vancouver
	West Vancouver

<b>Province</b>	<b>School District</b>
	Central Okanagan
	Prince George
	Pacific Rim
	Central Coast
	Chilliwack
	Abbotsford
NWT	Beaufort Delta District
	Dehcho District
	Sahtu District
	South Slave Lake District
	Yellow Knife District
	Yellow Knife Catholic Dist.
	Dettah District
	Ndilo District
Yukon	33 Schools: One Superintendent
	All schools governed by Elected School Councils
Nunavut	Kitikmeot District
	Kivalliq (Keewatin) District
	Qikiqtani (Baffin) District

# Appendix H – Guiding Questions to Review School Boards’ Websites

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

Criterion 1: Value of and Supports provided to the teaching and learning of French	Comments/Observations/ Action Items
<p><b>Guiding Questions:</b> <i>What is the information regarding FSL programming on the board website?</i></p> <ul style="list-style-type: none"> <li>• Are FSL programs portrayed in a positive light?</li> <li>• Are the benefits of learning a second language visible to promote all the FSL programs offered by the school board?</li> <li>• 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?</li> </ul>	

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

<p align="center"><b>Criterion 2: Visibility of FSL-specific employment opportunities</b></p>	<p align="center"><b>Comments/Observations/ Action Items</b></p>
<p><b>Guiding Questions:</b>  <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"> <li>• Would prospective FSL teachers find our hiring information complete?</li> <li>• Through the eyes of a new prospective FSL teacher, what information is made available to them?</li> <li>• What questions might they have?</li> <li>• Which job might they want to respond to?</li> <li>• Who would they contact for more information?</li> <li>• Is it clear that the school board is recruiting and/or hiring FSL teachers?</li> <li>• Is the information available in English and in French?</li> </ul> <p><b>Considering part time opportunities:</b></p> <ul style="list-style-type: none"> <li>• Is it possible to combine the positions with others to allow for a full time or less part-time offering?</li> <li>• Is the part-time position between schools?</li> <li>• Is this a positive first-time offering for a new teacher?</li> </ul>	

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

Criterion 3: Application process	Comments/Observations/ Action Items
<p><b>Guiding Questions:</b></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"> <li>• the type of FSL program for the position?</li> <li>• the name of the school attached to the position?</li> <li>• 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?</li> <li>• who can apply (i.e. internal, external, LTO, occasional)?</li> <li>• necessary AQ requirements?</li> <li>• language proficiency requirements and assessment?</li> <li>• the hiring process (stages of the hiring process, dates, online interview, etc.)?</li> <li>• links to the board website- (i.e. French teaching opportunities at the board, Teach en Français information sessions, FAQs?</li> <li>• a bilingual posting?</li> </ul>	

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

<p align="center"><b>Criterion 4: Statement of FSL qualifications required to teach in the various FSL programs</b></p>	<p align="center"><b>Comments/Observations/ Action Items</b></p>
<p><b>Guiding Questions:</b>  <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"> <li>• Are there specific proficiency levels for FSL positions? [e.g., CEFR (DELF, DALF)]</li> <li>• 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?</li> <li>• Do we have current policies in place that a new FSL teacher would consider prohibitive?</li> <li>• Are the conditions of employment (e.g., if the teacher must teach FSL for a specific # years, call in requirements for occasional teachers, etc.)</li> </ul>	

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# Appendix I – Additional Quotations

## Organized by Theme

Please note that 'I' denotes interview participant.

Themes from HR	Additional Quotations
1. Challenges	<p>“It is challenging finding individuals with the fluency level required to teach FSL and French immersion. We have a small Francophone presence in our community. Cost of living is a factor in our region.” (Survey respondent)</p> <p>“Some of our schools are in rural Alberta, teachers may not want to live in those locations.” (Survey respondent)</p> <p>“The pool is just not deep enough for you to really be able to pick” (I1)</p>
2. Strategies	<p>“We have a dedicated French interview team that reviews ApplytoEducation on a regular basis and interviews monthly.” (I3)</p> <p>“Continual contact through email, telephone calls, etc. - time consuming but effective” (Survey respondent)</p> <p>“Northern Living allowance, moving allowance.” (Survey respondent)</p>
3. Recommendations	<p>“Move from reactive measures to proactive HR planning.” (Survey respondent)</p> <p>“Continue to offer incentives. Promote FLS as a great career option to high school students.” (Survey respondent)</p> <p>[talking about incentives] “And a monetary issue as well. I don't know how we can just offer that up. The collective agreement issue too is once, once teachers often they use it as a foot in the door. So, you know, if they're French qualified, they use it as a foot in the door to get a contract position. And then as soon as they can get out, they will go into a</p>

Themes from HR	Additional Quotations
	<p>regular classroom. If there was some type of incentive around that about, you know, maybe if they're hired into it, you know, do we have some type of arrangement that they must stay in it for X number of years, three years or so that we can utilize those talents and qualifications before they get out as quickly as they possibly can." (14)</p>
Themes from FSL Teachers	Additional Quotations
<p>1. Application Process</p>	<p>"Everything is listed there. And then you can upload your resume and you can upload your cover letter. Of course, you can tweak it every time. They make it possible for you, to individualize it each time, but it's already there and I could just click a button and it sends my resume. I can click a button that sends my cover letter and it's all, you know, in just a few clicks I can apply to any job I want to apply to. I think if boards are not using some kind of unified platform where everything is in one place that might make it harder for applicants." (12)</p> <p>"I know because I worked for the Catholic board, the additional hurdle of a pastoral reference or a priest letter has put an additional hurdle in place. My board is even worse off than the public board because a lot of people won't even apply because they, they need the, obviously the religious piece. So that kind of causes an additional hurdle." (11)</p> <p>"Being able to contact HR about experiencing technology issues during the online French proficiency test" (Survey respondent)</p>
<p>2. Challenges</p>	<p>"To connect directly with the recruiting team to seek support as a job seeker and member of the community" (Survey respondent)</p> <p>"Having to pay for each application when I didn't even know if they were actively hiring,</p>



Themes from HR	Additional Quotations
	<p>so I was very careful which boards I selected.” (Survey respondent)</p> <p>“Occasional glitches; not sure where to reach out when board-specific questions arose.” (Survey respondent)</p>
<p>3. Recommendations</p>	<p>“...if we want qualified French teachers and ultimately that's the goal, and ultimately that's where the hole is. We need to start taking some proactive steps. I'd love to be able to create relationships with, with young upcoming teachers.” (I6)</p> <p>“I think also having them, I was so flustered when I went in... often it's the office administrators that are giving you these questions. They're just giving it to you and they don't understand where you are at your, in your process. I think having that really clear for candidates too, and that's FSL and otherwise, but especially because that language piece is in place, these are the questions you are going to be asked, making it really clear as to when are you answering questions that are going to be written and when is it going to be only oral?” (I4)</p> <p>“I guess I might recommend that all boards use something as easy to use as applied to education.” (I2)</p>



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