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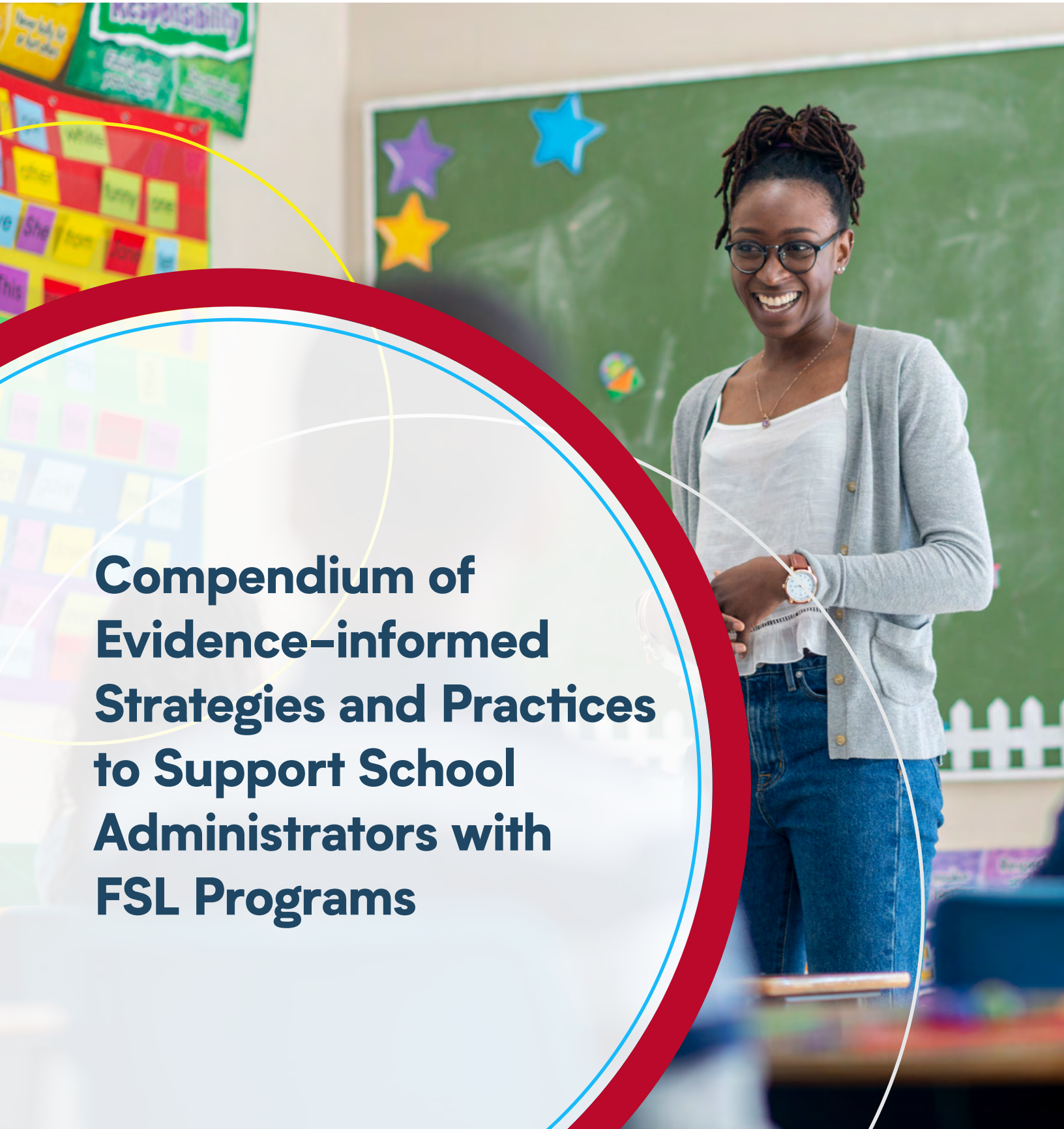


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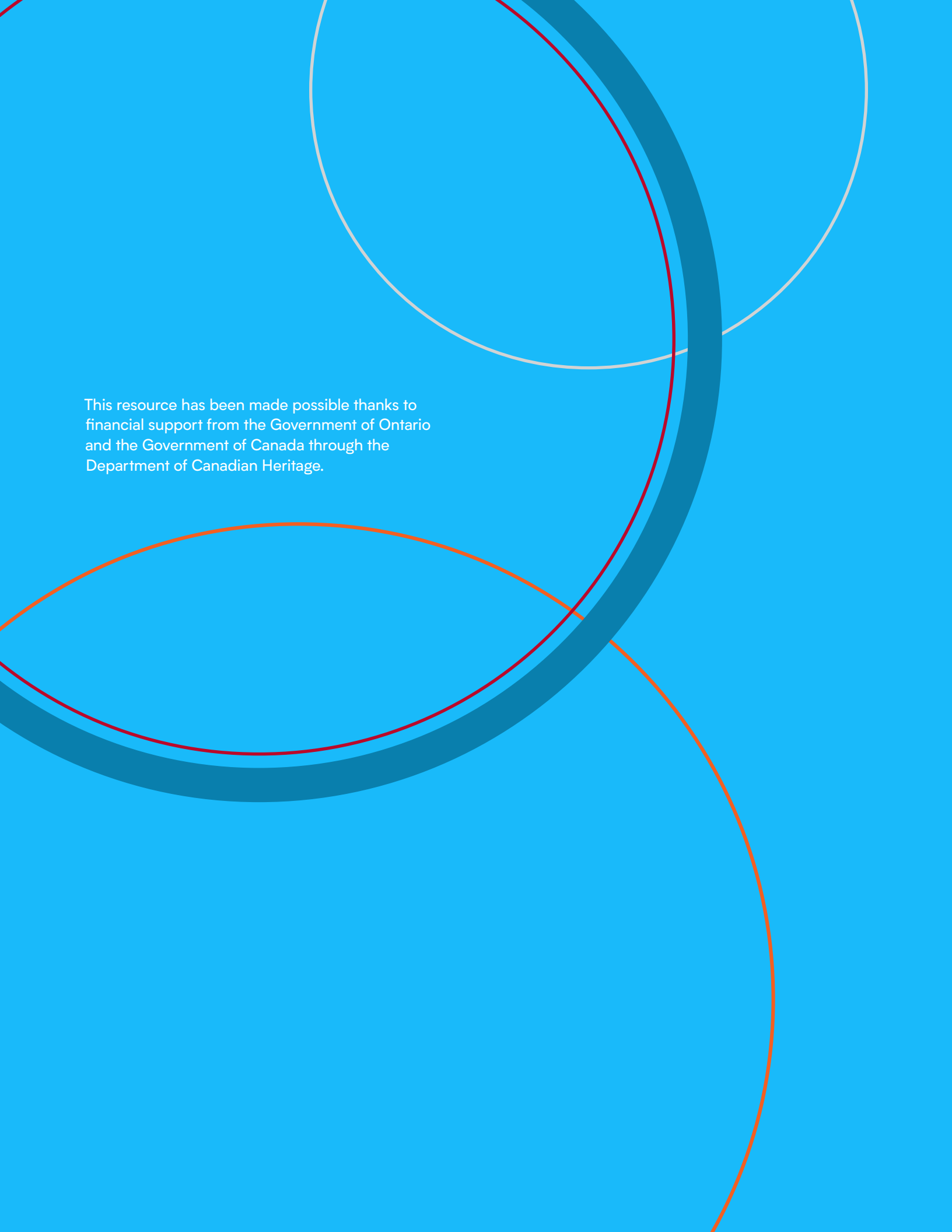
Leading Education's Advocates



Ontario Catholic School
Trustees' Association



Compendium of Evidence-informed Strategies and Practices to Support School Administrators with FSL Programs



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Introduction



SATISFYING THE DEMAND for French as a Second Language (FSL) teachers for Core/Basic and Immersion programs¹ has been a persistent labour market challenge in Canadian schools for many years. The Ontario Public School Boards' Association (OPSBA) led an initiative sponsored by the Ontario Ministry of Labour. 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.

It was out of this labour market initiative that several promising practices emerged, one of them being the important role of school administrators in facilitating FSL teacher professional support and retention. The importance of leadership continues to emerge in the research as a significant factor in the success of schools, programs, as well as student and staff engagement, performance, and overall outcomes.

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 English language school boards and are pan-Canadian in scope.²

This Compendium was a key deliverable in the initiative to directly support school administrators entitled, [Supporting Principals to Address the Challenges in Retention and Professional Support of FSL Teachers](#). It is intended to provide school administrators with a menu of research-informed strategies and practices that have been identified and effectively used in school boards across Canada to address challenges in supporting FSL instruction in schools.³ For your reference, the research underpinning this Compendium is summarized in this [10-minute video](#).

1 For the purposes of this initiative, FSL refers to French as an additional language program, e.g., Core/Basic, Extended and French Immersion.

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

3 It is recognized that there is a variation of program policy and the use of FSL terminology across Canada.

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How to Use this Compendium



THE COMPENDIUM IS INTENDED for use by all English-language school districts in Canada as a resource to directly support school administrators in their leadership with FSL teachers and programs in their schools. It is based upon research findings from literature reviews, school administrator surveys, focus groups (pan- Canadian) and feedback from pilot projects.

The Compendium is organized by the key research themes summarized below:

1. **Need for Opportunities for Collaboration**

The most prominent theme that emerged from the focus groups was the need for opportunities for school administrators to come together to collaborate and discuss FSL specific issues within their contexts as well as across school districts. School administrators across regions expressed a desire to increase their knowledge about FSL programming, effective practices used by colleagues, and to share experiences to build and maintain strong FSL programming.

2. **Importance of Modelling**

School administrators across all regions highlighted the importance of modelling to support FSL teachers and FSL instruction. They shared how their own actions could create positive school climate conditions where French language learning is valued throughout the school, rather than only within the French classroom.

3. **Access to Resources and Professional Learning**

School administrators across all focus groups emphasized the importance of accessing quality resources to support FSL teachers and FSL instruction. Additionally, school administrators across all regions expressed an interest in professional learning for themselves, and also emphasized the need for more professional learning for FSL teachers.

4. **Importance of Relationships**

School administrators spoke about actively developing productive working relationships to support FSL teachers. They spoke of expanding mentoring opportunities and highlighted that relationships are foundational to leading quality FSL programs in their schools.

Each of the themes includes foundational research, reflective questions as well as a menu of related strategies/leadership practices. This document also includes a self-assessment (Appendix A) which is intended as a planning tool for school administrators to use to reflect and identify which themes and strategies are most relevant for them in their context.

To enhance efforts, school administrators are encouraged to first complete the self-assessment checklist to identify area(s) of focus for their school context. Based upon the self-assessment checklist, the administrator can choose specific actions to enhance their efforts.

3

FSL for All Students — an Equity Stance



EMBEDDED THROUGHOUT THE THEMES of the Compendium is the understanding that FSL programs are for ALL students regardless of their identity, lived experience, or ability. The school administrator works with staff and the school community to foster a climate of inclusion where French language acquisition is promoted as a valued skill for all students with the potential to open doors and create pathways to success. It is equally important to consider teaching and learning environments so that a strong sense of belonging and engagement are fostered. School administrators model and promote high expectations and access to FSL programs for all students to create equitable opportunities for French language acquisition.

School administrators model and promote:

- inclusion and a sense of belonging for all
- high expectations
- risk-taking and a growth mindset
- collaboration
- continuous learning
- equitable access to FSL programs for all students

- benefits of French language acquisition for pathway and career planning
- the principles of the Common European Framework of Reference for Languages ([CEFR](#)) as an approach to improving confidence and competency in French (e.g., with an emphasis on oral communication)

The following video provides one administrator's thoughts on the value of French for all students.

FSL PROGRAMS FOR ALL STUDENTS VIDEO

How do we convey our beliefs about FSL programming for students?

How are we intentional about showing students that learning French can make a difference in their lives?



We want ALL students to participate in FSL programs. We may never know how learning French impacts their life's pathway."

— ONTARIO SCHOOL ADMINISTRATOR

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Compendium Themes

Need for Opportunities for Collaboration

WHAT DOES THE RESEARCH SAY?

Effective leadership is critical to student achievement, and is grounded in trusting, collaborative relationships sustained over time. Learning cultures include collaboration and shared brainstorming to optimize school administrator influence resulting in bolstering both school administrator and teacher self-efficacy.

WHAT DOES THIS LOOK LIKE IN PRACTICE?

- an opportunity for dialogue with other school administrators who experience the same challenges in their leadership of FSL programs
- time and space is provided to reflect on the dialogue and sharing strategies and practices with other school administrators in supporting FSL teachers
- networks of school administrators are built across a school district, or a group of districts to reach out to assist with challenges in retaining FSL teachers
- the diverse needs of the school administrators engaged in collaboration are respected to ensure a strong sense of belonging in the group so that members feel safe sharing their challenges and strategies

HOW DO I APPROACH THIS?

- What types of networks can be created?
 - collaborative networks can vary in structure from a single board, to two or more boards or districts, or a network of school administrators across an entire province or territory
 - network participants can be grouped by type of FSL program and/or by panel (elementary, middle school, secondary school) to allow for more targeted discussions
- How is a network established?
 - grassroots efforts by school administrators who identify the benefits of regular, sustained dialogue with their colleagues who lead FSL programs
 - a superintendent or director of instruction with responsibilities for FSL programs may identify a need to bring school administrators together to work through challenges surfacing around FSL programs and support for FSL teachers
 - system support staff such as a learning consultant or coordinator may facilitate a network to support professional learning for school administrators around FSL programs and priorities
 - a network can be initiated by a provincial school administrators' organization to provide professional learning for FSL school leaders



HOW DO I ESTABLISH A COLLABORATIVE NETWORK?

→ What are the first steps in getting a network up and running?

- a collaborative network can start with bringing school administrators together to discuss the value of ongoing dialogue in leading FSL programs
- participants can review the Supporting Principals to Address the Challenges in Retention and Professional Support of FSL Teachers Year 1 report – summarized in a [10 minute video](#) Supporting Principals Year 1 Summary video
- network participants can be asked to identify issues of practice for discussion prior to network sessions using a survey (sample included as Appendix B)
- identified issues of practice can be shared to start the network dialogue using the following key questions:
 - What is your experience with this issue?
 - What strategies and/or practices have you implemented to address this issue?
- the frequency and time for meetings should be decided in consultation with network participants

- review the skills of effective facilitation to maximize participation and engagement of network participants, e.g., the work of Robert Garmston and Bruce Wellman on the [Seven Norms of Collaboration](#),
- A sample Session #1 meeting template is provided as Appendix C.

→ What are some other ways of collaborating?

- virtual platforms may work best as school administrators are accustomed to conducting and participating in online sessions which allows people to join directly from their office without travel time to a central location
- social media can be leveraged within school districts to build collaborative networks among school administrators to share strategies and practices
- administrators may reach out to each other between network sessions e.g., phone calls, discussion forums, school visits
- an online repository of resources accessible to school administrators across a district can be created as a one-stop shop of links and resources

In what ways do I already collaborate with my school administrator colleagues to share challenges, ideas and strategies and how do I contribute to the dialogue?



Collaboration is in our DNA. Our Board of Education and the District Leadership Team in SD43 (Coquitlam) strongly feel that to do our best work for each student in our school district, we need to engage in collaboration regularly and systematically. The quality of that dialogue, the diversity of the people participating, and the openness of the participants determine the quality of learning for our students.”

— ASSISTANT SUPERINTENDENT

COLLABORATIVE NETWORK EXAMPLES

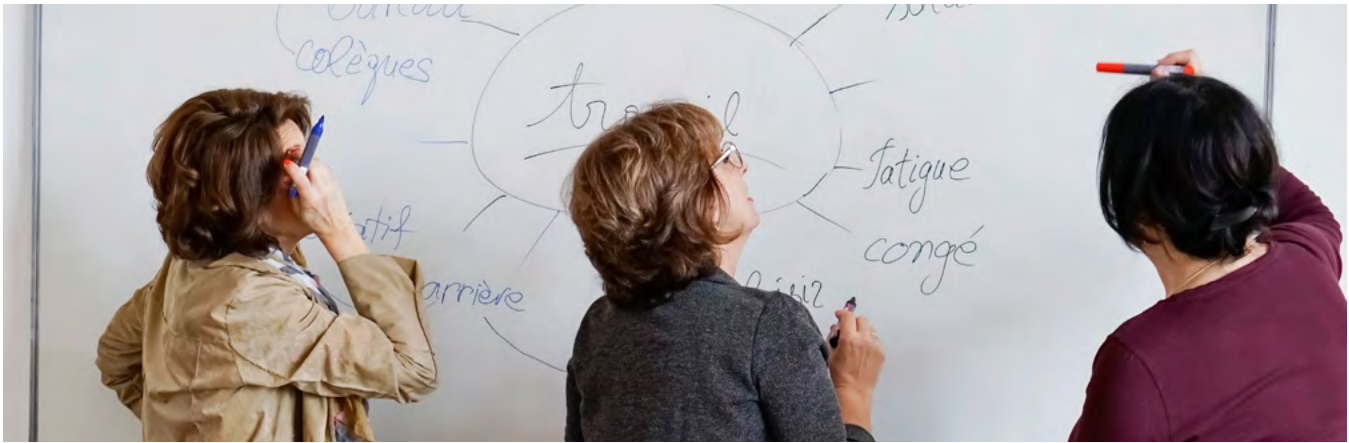
THE ASSOCIATION MANITOBAINE DES DIRECTRICES ET DIRECTEURS DES ÉCOLES D'IMMERSION FRANÇAISE (AMDI)

In 2021, the Association Manitoibaine des Directrices et Directeurs des Écoles D'Immersion Française (AMDI) identified networking as a priority for their organization. Also in 2021, the Bureau de l'éducation française of the Ministry of Education implemented an initiative grounded in leadership (including collaboration and coaching) for FI school administrators. These two directions led to an invitation to FI administrators across Manitoba to take part in a series of collaborative network sessions beginning in November 2021. Prior to the first network session, interested participants completed a survey to identify issues of practice they wanted to dialogue about along with strategies and practices they have put in place to address the issues of practice.

This collaborative network began with FI school administrators from 16 school districts within the province and has allowed for dialogue across systems and for administrators to make connections beyond their own school district.

ST. CLAIR CATHOLIC, HURON-PERTH CATHOLIC AND WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARDS

In 2021, superintendents at three neighbouring Catholic school boards in southwestern Ontario — St. Clair Catholic, Huron-Perth Catholic and Windsor-Essex Catholic, implemented a tri-board professional learning network for French Immersion school administrators to address the challenge of limited opportunity for networking by each individual board. The goals of this project were to create collaborative networks with school administrators among the three school districts to seek ideas on how to navigate FSL teacher retention challenges and to provide professional learning opportunities for French Immersion administrators in the areas of instructional leadership, supporting effective French Immersion environments and French Immersion early reading interventions. The tri-board network started with three sessions including guest speakers in three identified areas — research, supporting French Immersion teaching and learning, and French Immersion learning for all. Sessions included a professional learning segment and an opportunity to dialogue about issues related to the professional learning topic. Additional collaborative network opportunities continue to be offered on an invitational basis.



Importance of Modelling

WHAT DOES THE RESEARCH SAY?

School administrators identified that modelling French speaking and learning themselves is a way to demonstrate valuing French. It also serves to motivate both FSL teachers and students to engage with the language. Several types of modelling were described by principals beyond oral communication. Modelling is an effective strategy to support FSL teacher retention and raises the currency of FSL programs within the school.

WHAT DOES THIS LOOK LIKE IN PRACTICE?

- a whole school approach to highlight and promote the use of French and the value of FSL programs
- French language is visible throughout the school not just in French classrooms
- French culture is visible throughout the school through cultural learning, invited guests and field trips
- school administrators speak French to students in the French classroom and outside of the classroom, as appropriate, which encourages teachers to do the same
- French is used in new and unrehearsed contexts which supports language learning

- mistakes made while communicating in French are seen as a learning opportunity within a culture of growth mindset

HOW DO I APPROACH THIS?

- How do I ensure a full school approach?
 - work with all staff to realize the potential for student and staff learning through modelling French language and culture throughout the school
 - ensure that the structure of FSL programs is based on the CEFR to build coherence across the school
 - use the French language in unrehearsed ways to build proficiency which encourages teachers to do the same
 - model a growth mindset for language learning
 - review school website content on FSL programs to ensure that these programs are highlighted the same way as other school programs
 - encourage and support the Core/Basic FSL teacher to access spaces that support authentic language learning; for example, through purposeful scheduling/timetabling, rooms such as the music room, visual arts room, family studies room and/or the gym would be regularly available during FSL class time

- include FSL goals in the school improvement plan
- showcase the work of Core/Basic French students in dual track schools as well as French Immersion students to demonstrate value for all programs

→ **How do I increase visibility of French language and culture?**

- include French language on school signage outside and inside, e.g., Principal/Directeur/Directrice
- use French during daily announcements
- create staff meeting agendas in English and French
- make an agreement with staff, as appropriate, to communicate to other staff only in French including written messages and email
- show the value in promoting cultural activities, arts, music, as a way of supporting FSL instruction and to expand student interaction with the language
- share student work in French, including student videos, with families to provide an understanding of what students are learning
- distribute information on the FSL program in school newsletters including samples of student work
- ensure that the school website models a whole school approach to inclusion of French language and culture
- place all FSL classes in secondary schools in the same corridor to help with mentoring and language development in a French “community”
- discuss the FSL program and its goals with the parent advisory/school council and make information readily available to all families

MODELLING EXAMPLE

As part of the work of the FSL Administrator Collaborative Network in the Thames Valley District School Board in Ontario, school administrators have an ongoing opportunity to dialogue about strategies and practices to support FSL teachers and programs. Over a number of sessions in 2021–22, participants in this network shared how actions of the school community can lead to positive school climate conditions where the learning of French is valued. School administrators shared modelling strategies that they could use in their school to ensure that the French language is visible beyond the classrooms where French is taught and French culture is celebrated in the school. Participants emphasized the importance of being clear through such things as hallway bulletin boards, announcements in French and assemblies that include presentations in French, that French is taught in the school and is a valued part of the school program.

How do I ensure that when someone visits my school, they know that French is valued?



Access to Resources and Professional Learning

WHAT DOES THE RESEARCH SAY?

Knowledge of effective FSL teaching practices, resources, assessment and evaluation can help administrators in support of FSL teachers. Professional learning about the CEFR can help administrators understand what quality FSL programming looks like in the classroom and support language outcomes for all students. Furthermore, membership in professional associations gives administrators access to resources and professional learning that enhances self-efficacy as a leader of a school with FSL programs. Supporting the professional learning for FSL teachers and the purchase of resources demonstrates the value placed on FSL in the school.

WHAT DOES THIS LOOK LIKE IN PRACTICE?

How do I as a school administrator facilitate:

A – Access to Resources

- dedicate a portion of the school budget to resources for FSL programs
- share resources and build knowledge regarding resources, ideas, strategies, and new evidence-based research
- provide FSL teacher collaboration opportunities to modify existing resources for relevance, cultural and language level appropriateness
- release FSL teachers to collaboratively review resources for relevance, equity, diversity, and inclusion

B – Access to Professional Learning

- promote a culture that values sharing, including informal opportunities to share and learn within and across schools
- support French-focused professional learning for FSL teachers including guest speakers for learning (in person or online)
- promote a team approach to professional learning — some sessions in a team approach with administrators and FSL teachers learning together and some sessions specifically to address the learning needs of administrators

- support new teacher participation in professional learning designed to meet their learning needs
- dedicate a portion of the school budget to FSL teacher professional learning
- promote and provide opportunities for FSL teachers to take on leadership roles, e.g., during staff meetings, workshop presentations, etc.
- engage with local French-speaking or cultural community organizations
- engage with post-secondary institutions regarding opportunities for professional learning and resource-sharing partnerships

In what ways can I provide opportunities for teachers to use the French language outside of the classroom to improve their language proficiency?

HOW DO I APPROACH THIS?

- How do I support my own professional learning as an administrator as it relates to FSL programming and instruction?
 - participate in administrator networks for sharing of practices and resources that support FSL teachers and programs
 - visit classrooms regularly and engage in conversations with FSL teachers about student work to enhance understanding
 - obtain a personal and/or school membership in language associations, such as Association canadienne des professionnels de l’immersion (ACPI), Canadian Association of Second Language Teachers (CASLT), as well as provincial language associations.
 - explore your provincial ministry/department website for FSL resources
 - become familiar with the CEFR (Common European Framework of Reference for Languages), an action-oriented approach to language learning
- consult with district staff with FSL responsibilities to build knowledge
- participate in professional learning alongside teachers
- access online learning through the Ontario Principals Council / Catholic Principals Council | Ontario [modules and webinars](#) (available to school administrators across Canada)

How am I intentionally using strategies to engage in dialogue about student learning with FSL teachers in my school?

- How do I support professional learning of FSL teachers?
 - survey teachers regarding areas of need for professional learning so that it is relevant and participate alongside the teachers
 - set high expectations with teachers for spoken French with students
 - promote and encourage communication in French amongst teachers to support and model ongoing language development and confidence
 - dedicate time at staff meetings/divisional meetings for collaborative work and personalized professional learning
 - encourage the sharing of literacy strategies and practices between teachers and across different language programs; literacy instruction is literacy instruction, e.g., teacher to teacher; FSL teacher presents strategies at staff meeting
 - create release time for teachers internally through class coverage so teachers can meet within their school and across schools with colleagues, e.g., combining classes for supervision through French presentations brought in so multiple teachers can meet at one time; collaborate with district level staff to organize FSL staff retreats or on a designated school board/Ministry professional learning day

- include a French goal in the school improvement plan connected to a need for professional learning
- encourage collaborative learning using technology as a vehicle for teachers visiting colleagues' classrooms; for example, an educator may attend a lesson using a virtual platform to observe a new strategy; an educator may record a lesson for sharing and feedback later with a colleague.
- leverage social media within school districts to build communities of practice among FSL teachers to share resources, ideas, and strategies
- organize school/district after school social events that invite teachers to practice their French beyond the classroom e.g., book club, French cooking, dinner out, recreational game
- partner with federations/unions to organize professional learning and social events that promote FSL
- encourage teachers to participate in professional language organizations (e.g., ACPI, CASLT, provincial language associations)

→ **What is an effective way of reviewing resources to ensure they are relevant and appropriate?**

- release teachers from across grades, divisions, and/or schools to review resources for representation of identity and lived experience.
- consult with the district's equity lead regarding 'look-fors' in reviewing resources for equity and inclusion
- establish a district repository of resources online (e.g., through virtual learning platforms) as a means for inviting feedback from teachers in identifying relevant and inclusive resources
- partner with local French cultural organizations for input and feedback

PROFESSIONAL LEARNING EXAMPLE

In the Limestone District School Board in Ontario, the FSL system consultant contacted several teachers whose positive work had been shared with the intention of creating an FSL steering committee. The consultant met with the teachers to discuss their interest and visited their classrooms. The teachers shared their student work, ideas, and language strategies with the consultant. The consultant selected teachers based on their interest, availability, and skills and whose work demonstrated alignment with the district's FSL shared goals.

Teachers were selected from a variety of schools (rural, urban) and with a variety of years of experience with the district. Consideration was also given to include teachers with a variety of experience with technology.

Once selected, this steering committee of 5 teachers and the consultant met regularly to co-plan professional learning. The group has been responsible for organizing and delivering the professional learning based on surveyed needs of FSL teachers in the district. The committee works under the supervision and in collaboration with the district FSL consultant. Sessions have been offered in person or online after school or on Professional Activity Days.



Importance of Relationships

WHAT DOES THE RESEARCH SAY?

Research in this area supports the notion that school leaders who build and sustain trusting, collaborative relationships with teachers directly influence teacher learning and efficacy. The evidence indicates that relationship-building occurs in many ways including supporting FSL teachers, mentoring, building a shared vision, and creating opportunities for collaboration. Relationships also appear to be important in that they allow school administrators to better support FSL teachers experiencing challenges, such as classroom management and isolation issues.

WHAT DOES THIS LOOK LIKE IN PRACTICE?

- school administrators are present, visible, and available for conversations and interactions with FSL teachers, in various contexts, including informal connections in their own classrooms
- the value of FSL teachers and their work is explicit and visible
- the possibilities of FSL teacher isolation are recognized and any issues are addressed with strategies to expand a sense of team and support
- diverse perspectives, identities, lived experiences and abilities are respected

HOW DO I APPROACH THIS?

- How do I build trusting relationships foundational to my work with FSL teachers in supporting quality instructional programming?
 - hold a welcome and orientation meeting with new teachers and then check in regularly through the year, offering support and a supportive ear
 - build a relationship with the FSL teacher, attending professional learning sessions to co-learn with them to show commitment and program support
 - foster opportunities for FSL teachers to showcase their work and be included in school performances
 - consult with and include, where possible, FSL teachers in meetings that discuss the support of individual students
 - construct opportunities for collaboration amongst FSL teachers — both relating to programming issues as well as social and informal team and French language building opportunities
 - find creative ways to release teachers in order for them to work together on projects and co-plan units, e.g., organizing school wide events where supervision can be shared or provided by administrators or other staff personnel
 - create mentoring opportunities — whether formal or informal — where novice FSL teachers can be connected with an experienced FSL teacher

- design opportunities for Core/Basic French teachers where they can be included, feel valued and part of the staff, e.g., ask them to lead learning or share practices with others
- include and support FSL teachers with parent engagement events, opportunities, and conferences
- ensure FSL teachers are included in conversations and feedback related to the identification of appropriate resources and professional learning opportunities, seeking feedback and input as a group
- where possible, align preparation time of a new teacher and an experienced teacher to allow opportunity for collaborative planning

In what ways am I making myself visible and accessible to FSL teachers in my school?

How am I creating opportunities for FSL teachers to have more dedicated time to speak French together?

→ What additional support can I provide for teachers new to FSL beyond a formal mentorship program?

- make connections with FSL teachers who may be the only FSL teacher in the school, with FSL teachers in other schools
- where possible, consider the physical space assigned to the Core/Basic French teacher; is it isolating and how can this be mitigated?
- connect with pre-service teachers who are completing their practicum and establish a sense of FSL teacher community even before they have graduated
- leverage virtual platforms to connect teachers from geographically distanced schools to support each other

- highlight the work of French teachers' programs at the central district office or at events/Board meeting presentations
- partner with Faculties of Education to access collaborative professional learning opportunities and the ongoing exchange of ideas
- greet and make connections with new FSL practicum teachers to make them feel welcome and a part of the school; where available, provide them school "spirit wear"
- organize and offer informal drop-in sessions or social events for FSL teachers across schools to meet and speak in French or become involved in French immersive experiences (e.g., book club, French cooking club, etc.)
- host invitational after-school sessions open to all Core/Basic and French Immersion teachers focused on specific topics and record the sessions to allow those who were unable to attend to review on their own time
- promote the variety of spoken French within the school to ensure that all teachers feel valued for their language heritage, language proficiency and accent

IMPORTANCE OF RELATIONSHIPS EXAMPLE

One of the strategies that the Coquitlam School District in British Columbia has used to build relationships across school sites is to organize a book club for French teachers. To do this, the district purchased the same book for every French Immersion teacher; a book focused on supporting French literacy strategies. They then organized an after-school drop-in book club over six sessions. The sessions were offered virtually and were voluntary, with a district coordinator facilitating the sessions. The book club conversations have been robust, and the feedback has been positive. The district plans to continue to offer this book club moving forward.

Appendix A

Self-Assessment

School Administrator Self-Assessment

THE FOLLOWING SELF-ASSESSMENT is intended as a planning tool for school administrators to use to reflect and identify which themes and strategies are most relevant for them in their context. The fillable form allows you to revisit your self-assessment and track progress along the four highlighted theme areas. You may save and print copies of your reflections and take the self-assessment as many times as you wish. All statements included on this assessment were derived from research-based studies on effective leadership and quality sustainable FSL programs.

	Effective Practices	1 Awareness	2 Exploring	3 Beginning	4 Sometimes	5 Regularly
Need for Opportunities for Collaboration	I facilitate ongoing training and collaboration to empower FSL teachers with the skills to plan appropriate assessment and instruction in an inclusive environment.					
	I collaborate with FSL teachers on identifying and addressing pertinent needs specific to my school context.					
	I belong to a collaborative network with other school administrators where we share experiences and strategies for FSL teacher retention, and collaborate on developing strategies for supporting FSL programming in schools.					
	Together with administrator colleagues I discuss recent evidence-based concepts for valuing, promoting, and modelling French in my school.					
	I engage in professional learning with FSL teachers and other school administrators about FSL teaching, learning, and programming.					
	Timetabling is collaborative and created to optimize learning and student achievement.					
	Decisions regarding programming for students with special education needs and English-language learners are made on an individual student basis.					

	Effective Practices	1 Awareness	2 Exploring	3 Beginning	4 Sometimes	5 Regularly
Importance of Modelling	As a school administrator I model the value of language learning throughout the school and promote plurilingualism.					
	French-language learning is visible in the school's daily routines and procedures.					
	The French program(s) is/are promoted in the community.					
	French is used to communicate with students both inside and outside the classroom.					
	I encourage teachers and students to take risks in using the French language. Mistakes are viewed as learning opportunities.					
	The school website articulates the vision that "All students are welcome in the FSL Program" .					
	Staff and students can articulate the vision for the French program(s) at my school.					
	I ensure that parents of English Language Learners can access and understand information about FSL programs.					
Access to Resources and Professional Learning (PL)	As a school administrator, I annually allocate funds to support FSL teachers and programs.					
	An ongoing assessment of the professional learning needs of FSL teachers is carried out at my school.					
	I provide leadership opportunities to FSL teachers in my school.					
	I am familiar with the Common European Framework of Reference (CEFR) and engage in conversations with FSL staff about this instructional approach.					
	I engage in professional learning and ongoing dialogue with FSL teachers about assessment and evaluation.					

	Effective Practices	1 Awareness	2 Exploring	3 Beginning	4 Sometimes	5 Regularly
	I ensure that equity, inclusion and anti-racism training are applied by FSL teachers in their classrooms.					
	I work in support of teachers and in consultation with community to ensure that resources are culturally responsive.					
Importance of Relationships	I cultivate supportive relationships with the FSL teachers at my school.					
	A quality mentorship program is available for all new FSL teachers which includes: <ul style="list-style-type: none"> • Establishment of a suitable mentor • Classroom visits • Professional learning opportunities 					
	Supplementary mentorship is available for all new FSL teachers which includes: <ul style="list-style-type: none"> • Classroom management • Supporting students with special needs • Inclusive practices 					
	Support opportunities are available for experienced teachers who are transitioning into or back to teaching FSL.					
	As a school administrator, through a supportive stance, I engage in learning-focused conversations with FSL teachers.					

Appendix B

Sample Survey to Identify Issues of Practice

Sample Survey to Identify Issues of Practice for Collaborative Dialogue

To provide a starting point for network discussion, participants are asked to complete this short survey to identify issues of practice that will guide our conversation.

* Required

Please identify the type of French instruction offered at your school. *

- Core French
- Single Track French Immersion
- Dual Track French Immersion
- Other — please identify in the box below

Thinking about the challenges you have experienced in addressing retention and professional support of FSL Teachers, please select your top 3 issues of practice for network discussion from the options below. *

- Supporting the growth of language proficiency in FSL teachers
- Lack of sufficient opportunities for me to network with other school administrators of FSL programs
- Accessing age appropriate and culturally relevant FSL resources
- Effective inclusion of ESL and students with special education needs in FSL programs
- Ensuring that I consistently convey the value of FSL programs to students, parents and the community
- Providing leadership opportunities for FSL teachers
- Addressing the isolation factor for FSL teachers
- Being a new principal in an FI school including orientation to the program
- Supporting new FI teachers in the role
- Student attitudes toward learning French — student retention issues
- My French language proficiency
- Other — please identify in the box below

Appendix C

Sample Collaborative Network

Session #1 Information and Template

Key Considerations for New Networks

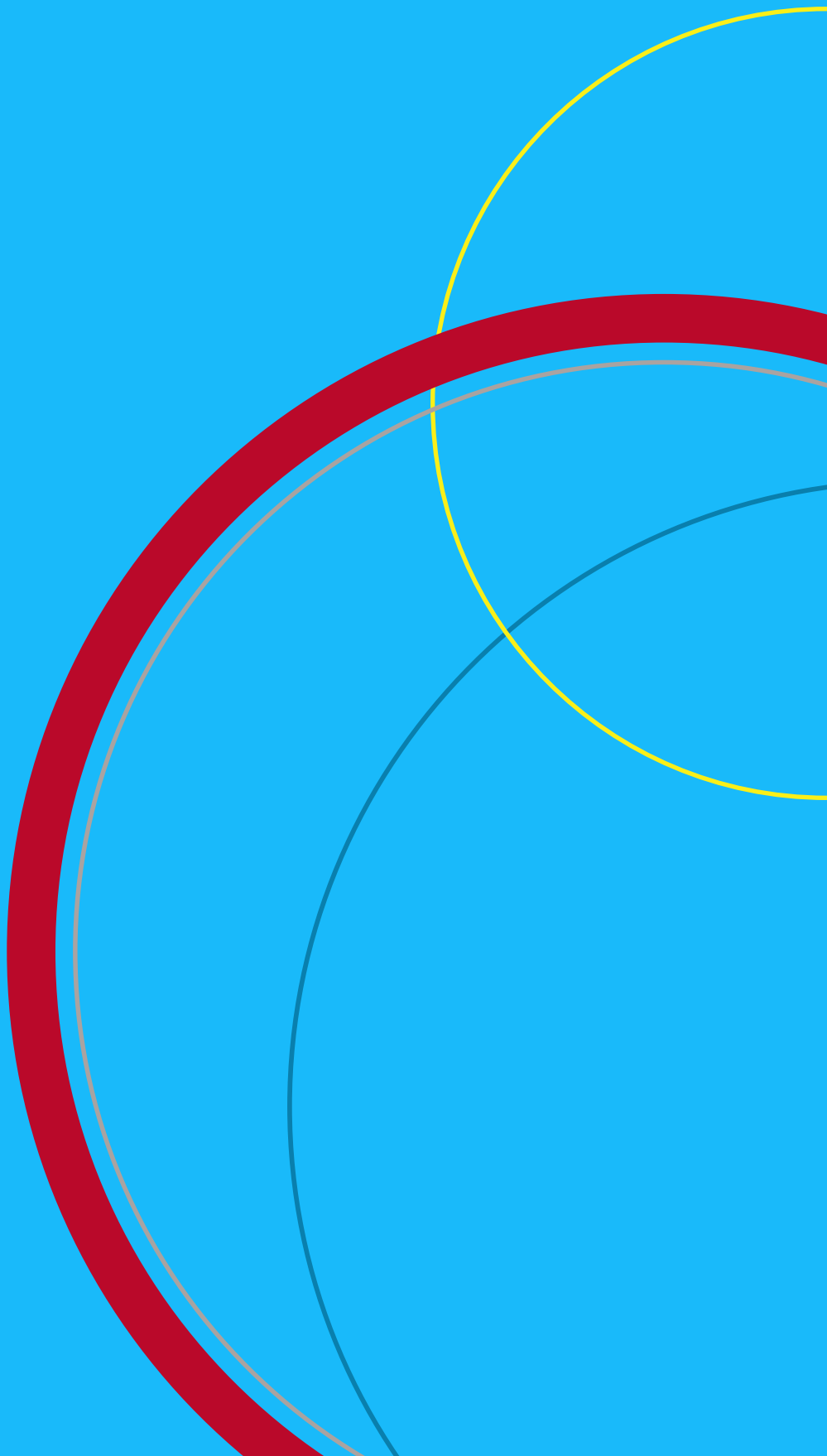
- A pre-survey (sample included in the Compendium of Strategies and Practices as Appendix B), if used, can identify issues of practice to use as a starting point in the first session — choose one to start with but have several in case you are able to move on from the first one
- the needs of the network participants are what drives the dialogue
- network discussions will evolve over time and no network needs to be exactly the same — for some there may be breakouts by panel, type of FSL program, experience of administrators
- goal is to make this experience valuable for the participants and to ensure that networks are responsive and self-sustaining

Network Session #1 Plan

1. Prior to the first session, review issues of practice that have surfaced through a pre-survey or through discussion and determine the key points you want to elicit from the group both as challenges and solution-focused strategies and practices.
2. You may want to provide an overview of the [Supporting Principals to Address the Challenges in Retention and Professional Support of FSL Teachers](#) by using the [Supporting Principals Year 1 Summary video](#) to provide the “why” for the collaborative network along with some background.
3. Provide an overview of the session — promote availability of chat function especially for larger network groups to allow for effective participation; in subsequent sessions can use breakout rooms if appropriate.
4. Allow for open discussion.

KEY QUESTIONS TO GUIDE THE DISCUSSION:

1. ***What experiences have you had with this issue?***
2. ***What strategies and practices have you put in place to address this issue?***





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Find this and other related FSL resources at
FSLResources.opsba.org