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

Year 1

Acknowledgements

The efforts of many individuals have contributed to the work culminating in the writing of this report. 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 Ontario Principals' Council (OPC) and the Catholic Principals' Council | Ontario (CPCO) for their commitment and partnership in exploring how their professional organizations can better support school administrators to address challenges in retaining and developing French as a Second Language (FSL) teachers.

In addition, thank you to the many school administrators who shared their perspectives through the pan-Canadian survey and focus groups. The experiences and engagement of school administrators have enriched the study and have provided a wealth of information to support the initiative's goal of sharing innovative practices to ultimately create a compendium of strategies and practices that positively affect FSL teacher retention and professional support. School administrator participation in this initiative needs to be highlighted, especially in light of the challenges brought about by Covid-19 in the education community and beyond. This demonstrated a collective commitment and dedication to finding ways to maximize FSL teacher retention and professional support leading to quality FSL programs for students.

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

Appreciation is also extended to the initiative's research assistants for their skillful analysis of survey and focus group data. A complete list of all Supporting Principals' Initiative team members and research assistants can be found in Appendix A.

Finally, we wish to acknowledge the leadership of the Ontario Public School Boards' Association and their staff in guiding the initiative and assistance with tasks that enabled this work to progress.

Table of Contents

Introduction

Satisfying the demand for French as a Second Language (FSL) teachers for Core/Basic[1] (CB) and French Immersion (FI) 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 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.

The following represents a brief outline of the initiatives:

1. **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

---

[1] For the purposes of this report the terms Core French and Core/Basic French programs are interchangeable and reflect the different terms used across Canada.

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.

Executive Summary

Background

In Phase II of the Ontario FSL Labour Market Partnership Project (OLMPP) entitled, *Moving Forward with Understanding Perspectives Regarding the French as a Second Language Labour Market Issue, 2019,* one of the next steps under the heading of Retention and Professional Support of FSL teachers in Ontario, included a recommendation to "Expand support for organizations/school boards to provide professional learning for principals/vice principals regarding leadership specific to FSL programs". This recommendation highlights a promising practice linked to the need to focus on the leadership role of the school administrator in the ongoing effort to positively impact the retention and professional support of FSL teachers. Providing continuity of quality FSL programs in schools is at the core of this recommendation.

This initiative is entitled, *Supporting Principals to Address Challenges in Retention and Professional Support of French as a Second Language Teachers.* It is led by the Ontario Public School Board's Association (OPSBA) for all publicly funded English language school boards, in partnership with the Ontario Principals' Council (OPC) and the Catholic Principals' Council | Ontario (CPCO) and is envisioned as a 3-year, pan-Canadian initiative.

Components of the Initiative

The initiative entitled *Supporting Principals to Address Challenges in Retention and Professional Support of French as a Second Language Teachers*, is comprised of two concurrent components.

Component One

The first component in Year 1 involved pan-Canadian research and professional dialogue with school administrators to explore and document the leadership challenges and opportunities related to FSL instruction in schools and to begin to gather practices and strategies that have the potential to positively affect FSL teacher retention and professional support.

The following two key research questions guided the work for this component:

1. During professional dialogue with school leaders on this topic, what unique leadership challenges and opportunities emerge that affect FSL instruction in schools?
2. During professional dialogues with school leaders what are effective FSL teacher retention and professional support strategies that can be shared and replicated provincially and nationally?

This component was informed by three sources of data including:

1. Past studies and reports related to the role of school leadership in addressing the longstanding challenges related to FSL instruction.
2. A pan-Canadian electronic survey of principals with FSL programs in their schools.
3. Virtual focus groups with principals who volunteered as a result of their participation in the survey.

Component Two

The second component of this initiative represents the extension of a pilot project executed in Phases II and III of the French as a Second Language - Ontario FSL Labour Market Partnership Project (FSL-OLMPP). This successful pilot involved the staged development and implementation of a facilitated online learning module to support school administrators who lead French Immersion programs in their schools entitled, *Leading a French Immersion School*. The Ontario Principals' Council and Catholic Principals' Council | Ontario led this pilot.

As a result of the success of this Ontario Labour Market Partnership pilot project, and in recognition of the importance of principal leadership, the learning module approach was identified as a high-potential strategy. In this current initiative the learning module strategy has moved into the implementation stage and additional modules have been developed to support Core/Basic (CB) FSL programs in addition to the original French Immersion (FI) module. These FSL modules have been added to other existing professional learning opportunities for school leaders which are available through principal associations in publicly funded English-language school boards in Ontario.

For this component of the project the following key research questions guided the work:

1. How can OPC/CPCO better support principals to address challenges in retaining and developing FSL teachers?
2. *What is the impact of the professional learning modules on principals' capacity to retain and support French as a Second Language teachers?*

The second question relating to impact requires time to elapse following a school administrator's participation in a module. As such, impact will be measured over the course of the three-year initiative. This will allow school administrators the necessary time to reflect on, and most importantly, to apply the learning, practices and strategies.

This component was informed by the following data sources:

1. Module evaluations completed by participants.
2. A pre-and post-reflection instrument, "*Reflections for School Administrators Leading FSL Programs in Schools*". Prompts in five key areas were provided for principals to reflect upon aspects of personal practice as it pertains to supporting FSL programs in their school. The inventory covered five themes:
     - school culture
     - inclusionary practices
     - instructional leadership in FSL
     - retaining FSL teachers
     - resources
3. Review of discussion in online posting boards used in the FSL learning modules.

The Ontario Principals' Council (OPC) and the Catholic Principals' Council | Ontario (CPCO) worked together to refine the original French Immersion module using current applicable research and the feedback from principal participants in the original pilot. A new Core French module and a part 2 French Immersion module were developed and delivered. The Core French

and part 1 French Immersion module were delivered in the fall of 2020 and the Part 2 French Immersion module was delivered in January 2021.

Overview of Findings

Component One

The pan-Canadian survey provided useful exploratory data regarding leadership challenges and opportunities that affect FSL instruction in schools, as well as some preliminary data to inform the investigation of FSL teacher support strategies and practices, which may be linked with FSL teacher retention. Out of 545 participants, 80% were from Ontario and 63% were principals of elementary schools. Key findings are listed below:

- The majority of principals (approx. 62%) do not report receiving sufficient professional learning on the provincial FSL curriculum, the Common European Framework of Reference (CEFR) and Ministry of Education FSL priorities.
- Across all participating regions principals consistently identified finding sufficient numbers of FSL teachers, accessing sufficient opportunities for professional learning and networking, and accessing current and sufficient resources as the top 3 challenges to supporting FSL instruction in schools.
- A majority of principals (62%) reported that their schools were resourced with current FSL materials, however only 38% responded that the FSL materials were reflective of the diversity of students in their school.
- Principals across all regions identified school budgets dedicated for FSL resources and activities, and encouraging FSL teachers to engage in school-wide leadership opportunities as additional supports that most enhanced a principal's ability to support FSL programs.
- A significant number of principals (72%) reported that having access to an FSL consultant or coach was very helpful. Principals ranked release time for FSL professional learning and advice for purchasing appropriate teaching resources as the top two supports received from a consultant/coach.
- Principals reported that knowledge of effective FSL teaching resources, FSL assessment and evaluation and the use of technology in second language learning would most enhance their ability to support FSL programs

Focus Group Findings

Principals who volunteered for the focus groups appreciated the opportunity to share their insights and experiences, noting that more opportunities to connect with one another would be beneficial in supporting their FSL teachers. The four most prevalent themes identified in the focus groups are summarized below:

1. **Need for Opportunities for Collaboration** - The most prominent theme that emerged from the focus groups was the need for opportunities for principals to come together to collaborate and discuss FSL-specific issues. Principals 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** - Principals 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 -** Principals across all focus groups emphasized the importance of accessing quality resources to support FSL teachers and FSL instruction. Additionally, principals 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** - Throughout all topics covered in the focus groups, one of the most compelling needs that principals spoke about pertained to actively developing productive working relationships in order to support FSL teachers. They spoke of expanding mentoring opportunities and highlighted that relationships are foundational to striving for, running, and maintaining quality FSL programs in their schools.

Summary of Challenges, Opportunities and Strategies

An integral part of this initiative's research was to begin to document the challenges/ opportunities in supporting FSL instruction in schools as well as the strategies and practices to support principals in supporting FSL teachers and programs. These were then categorized under either recruitment and hiring or professional support and retention. There was no intention to directly assess the efficacy of the strategies and practices at this time, but to create a list for further study and implementation through the use of pilot projects. Please note that recruitment and hiring was not a direct focus of this initiative, but the input was gathered. These lists are not intended to be in priority order.

Challenges

The following list represents challenges reported by principals either through the survey or focus group discussions.

Recruitment and Hiring

- finding sufficient numbers of FSL teachers
- retention of FSL teachers
- impact of partial contract/timetable allocations for FSL teacher
- proficiency level of FSL teachers
- core/basic teachers are often alone or in small numbers at schools where FI is not offered

Professional Support and Retention

Resources

Principals reported insufficient access to:

- current and appropriate grade level resources
- FSL materials that are reflective of the diversity of the students

- community-based supports and/or resources in order to support FSL teachers and programs

Professional Learning

Principals reported insufficient access to:

- professional learning on the FSL curriculum, CEFR, and FSL Ministry priorities
- district-wide FSL consultants and coaches to support principals and FSL teachers
- networking and collaborative opportunities for principals with FSL programs in their schools
- funding to provide supply teacher coverage and FSL supply teachers
- FSL teacher mentors

Opportunities and Strategies

The following are opportunities, strategies/practices that principals reported through the survey and focus group discussions.

Recruitment and Hiring

- building relationships with FSL teachers who do practicum placements at the school
- establish reciprocal partnerships with a faculty of education to provide enhanced opportunities for recruitment and ongoing collaboration

Professional Learning and Retention

Conveying Value for French as a Second Language to Teachers, Students and the Community

- Annually dedicate a portion of school funds to FSL resources and activities
- Display the French language throughout the school not just the FSL classroom (e.g., use and display the French language during the school day/year to build French into the culture of the school)
- Promote Core/Basic programs in schools, not just French Immersion programs
- Invite guests from French communities and hold cultural events
- Support teacher-led initiatives for field trips for a French cultural activity

Building Capacity

Principal-focused

- Network with other principals to seek ideas on how to navigate FSL teacher retention challenges
- Greater access to FSL consultant/coach support for principals and teachers
- Create and access professional association/organization supports for principals with FSL programs in their schools

Teacher-focused

- Encourage FSL teachers to engage in school-wide leadership opportunities
- More coordinated professional learning opportunities to help FSL teachers collaborate and grow their own professional skills

- Create informal networks of teachers to address the difficulties of locating quality FSL resources – these networks share ideas and resources they have gathered in their practice
- Check in regularly with recently hired FSL teachers to determine where they need additional supports
- Build formal and informal mentorship opportunities for new FSL teachers
- Create opportunities to maintain and improve FSL language proficiency

Component Two

The following professional learning modules for principals were implemented in year 1:

1. *Supporting Principals to Address Challenges in FSL Teacher Retention and Developing the FSL Program - Core French Module* (offered November 9 - December 7, 2020)
2. A revised *Supporting Principals to Address Challenges in FSL teacher Retention and Developing the FSL Program- FI Module Part 1* (offered November 23 - December 31, 2020)
3. *Supporting Principals to Address Challenges in FSL Teacher Retention and Developing the FSL Program - FI Module Part 2* (offered January 12 - February 9, 2021)

School administrators who participated in the OPC/CPCO online learning modules in Year 1 reported the following:

- The content of the modules provided support and strategies to help them approach challenges they face in both developing and retaining FSL teachers.
- They valued the ability to connect with other school administrators across the province who share the same challenges.
- The learning activities that focused on developing plans to work with FSL teachers were well received and seen as something that could be part of actions moving forward.

Feedback for the modules was positive, with 100% of reporting participants rating the overall experience as a three or four out of a possible four. Participant comments revealed the following themes:

- Connection with other administrators and sharing of resources remained the most valuable portion of the modules.
- The learning activities that focused on developing plans to work with FSL teachers were well received.
- The addition of a second "Meet and Greet" synchronous session was a positive inclusion. Participants appreciated being able to ask any technical questions they had about the platform during this time, as well as being able to find out more about the entire module up front.

Pilot Projects

Based on the research findings from the pan-Canadian survey and focus groups, pilot projects were established to allow for the exploration of strategies and practices that surfaced during this study. A call for proposals was sent out to school districts across Canada inviting them to apply for pilot project funding. Twelve proposals were received.

The following six pilot projects focused on building principal capacity through networking and collaboration, were approved for funding:

1. French Immersion Principals: Student Support and Inclusive Practices
   - Supporting principals through networking including work with FI teachers to develop common practices and processes and to provide professional learning support.
2. Leading and Learning: Supporting Principals in the Development of Effective FSL Programs
   - Using the OPC/CPCO online learning modules, administrators will engage in learning in order to build capacity in the support and retention of FSL teachers.
3. Eastern Ontario Staff Development Network - Principal/Vice-Principal Network to Enhance Support for FSL Educators: Français a Cœur - Centre d'Excellence
   - Addressing the need for school administrators to deepen their understanding of the conditions that support a positive FSL culture in their schools through professional learning and networking opportunities.
4. Restons à l'affût! Tuning into FSL
   - Professional learning, aligned with provincial FSL priorities, for principals to build capacity to support FSL teachers and programs.
5. Supporting FSL Principals through Collaborative Networks
   - Collaboration across three school districts to build capacity through professional learning on FSL initiatives through a speaker series and networking on supports to increase FSL teacher retention.
6. Strengthening FSL Programs
   - Providing principals with opportunities to collaborate with colleagues within Canada to pose questions and share ideas to ensure that principals have tools and resources for assisting FSL teachers in professional development.

Approval decisions were based on alignment with stated criteria, a focus on networks, collaboration and potential scalability.

Next Steps

The research in this initiative began to identify the challenges and opportunities encountered by principals in supporting quality, sustainable FSL programs in their schools, as well as a range of strategies and practices used by principals in supporting FSL teachers.

The importance of continuing the dialogue with school administrators is recognized as a key next step in both the development of the compendium of strategies and practices, and in gathering further feedback from school leaders who are working on the retention and professional support of FSL teachers. In addition, maintaining the offering of FSL learning modules for school administrators and exploring the development of new modules will ensure that support is targeted to meet identified needs. Information and feedback collected from the pilot projects can further enhance the modules and sharing of effective practice.

Next Steps for Year 2 include:

- establishing communities of practice for school administrators to network and dialogue about supporting quality FSL programs within school boards, provinces and inter-provincially
- continued dialogue with principals across Canada to gather additional input to create a draft compendium of strategies and practices to support principals in their efforts to retain and provide professional support for FSL teachers
- staged roll out of the draft compendium across Canada in the latter half of Year 2 to collect feedback along with any additional strategies and practices
- continued offering of the FSL online learning modules in Ontario using a pilot project approach and adapt as required for other provinces
- development and implementation of a targeted professional FSL learning module for secondary school leaders
- development of school-board specific professional learning opportunities to support principals with FSL programs in their schools
- development of a webinar series, including principal roundtables, to enhance professional learning opportunities for school administrators
- development of an orientation program for newly appointed administrators to single track French Immersion and dual track schools with Core/Basic and French Immersion programs
- assess and expand the Year 1 pilot projects

Section 1 Background

Part A – Rationale

In Phase II of the Ontario FSL Labour Market Partnership Project (OLMPP) entitled, *Moving Forward with Understanding Perspectives Regarding the French as a Second Language Labour Market Issue,* 2019*,* one of the next steps under the heading of Retention and Professional Support of FSL teachers in Ontario, included the plan to "Expand support for organizations/school boards to provide professional learning for principals/vice principals regarding leadership specific to FSL programs". This recommendation highlights a promising practice linked to the need to focus on the leadership role of the school administrator in the ongoing effort to positively impact the retention and professional support of FSL teachers. Providing continuity of quality FSL programs in schools is at the core of this recommendation.

This initiative is entitled, *Supporting Principals to Address Challenges in Retention and Professional Support of French as a Second Language Teachers.* It is being led by the Ontario Public School Board's Association (OPSBA) for all publicly funded English- language school boards, in partnership with the Ontario Principals' Council (OPC) and the Catholic Principals' Council | Ontario (CPCO) and is envisioned as a 3-year, pan-Canadian initiative.

The important role of school administrators in facilitating FSL teacher retention and professional support is more deeply explored in this initiative. There is limited research on the topic of professional learning for school administrators in supporting FSL teachers as a way of facilitating FSL teacher retention. This scarcity of research pertaining specifically to the intersection of FSL instruction and the importance of leadership has led to a need for more robust research in this area.

This report references professional associations and organizations that support school administrators with professional leadership services. In some provinces, notably British Columbia, Nova Scotia and Ontario, there are professional associations dedicated solely to representing and advocating for school administrators. In other provinces where there is not an association strictly dedicated to supporting those in the role of school administrator, there are councils or organizations for principals and vice-principals as part of the provincial teachers' association. In addition to provincial organizations, there are national organizations such as the Canadian Association of Principals (CAP) whose role is to support and advocate for school administrators across the country.

The research for this initiative is designed to document challenges and opportunities related to FSL instruction and to identify strategies and practices that have the potential to positively impact FSL teacher retention and professional support. Over the three-year initiative a compendium of effective practices and strategies will be developed to be shared, replicated and adapted based on local school board context across Canada.

Components of the Initiative

The initiative entitled *Supporting Principals to Address Challenges in Retention and Professional Support of French as a Second Language Teachers* is comprised of two concurrent components.

Component One

The first component involved pan-Canadian research and professional dialogue with school administrators to explore and document the leadership challenges and opportunities related to FSL instruction in schools. A survey (Appendix B) and focus group approach (Appendix C) was utilized to facilitate broader principal engagement to begin the process of gathering innovative practices and strategies that positively influence FSL teacher retention through professional support.

The following two key research questions guided the work for this component:

1. During professional dialogues with school leaders on this topic, what unique leadership challenges and opportunities emerge that affect FSL instruction in schools?
2. During professional dialogues with school leaders what are effective FSL teacher retention and professional support strategies that can be shared and replicated provincially and nationally?

This component was informed by three sources of data including:

1. Past studies and reports related to the role of school leadership in addressing the longstanding challenges related to FSL instruction.
2. A pan-Canadian electronic survey of principals with FSL programs in their schools.
3. Virtual focus groups with principals who volunteered as a result of their participation in the survey.

The intent of this work was to begin to create and engage in a national conversation regarding the importance of principal leadership in supporting and advancing FSL programs in schools. Professional organizations and associations in the education sector that had direct links with school principals were sent information on the initiative to share with their members to encourage them to participate in the research survey and focus groups.

Component Two

The second component of this initiative represents the extension of a pilot project executed in Phases II and III of the Ontario FSL Labour Market Partnership Project (FSL-OLMPP). This successful pilot involved the staged development and implementation of a facilitated online learning module to support school administrators who lead French Immersion programs in their schools entitled, *Leading a French Immersion School*. The Ontario Principals' Council and Catholic Principals' Council of Ontario led this pilot.

As a result of the success of this Ontario Labour Market Partnership pilot project, and in recognition of the importance of principal leadership, the learning module approach was identified as a high-potential strategy. In this current initiative the learning module strategy has moved into the implementation stage and additional modules have been developed to support CB FSL programs in addition to the original FI module. These FSL modules have been added to other existing professional learning opportunities for school leaders which are available through principal associations in publicly funded English-language school boards in Ontario.

This report outlines the further refinement and expansion of offerings to support school administrators in leading French Immersion programs and Core/Basic FSL programs in Ontario schools. Ultimately the goal is to make these modules available to school boards and school administrators nationally.

The following key research questions guided this component of the project:

1. How can OPC/CPCO better support principals to address challenges in retaining and developing FSL teachers?
2. *What is the impact of the professional learning modules on principals' capacity to retain and support French as a Second Language teachers?*

The second question above relating to impact requires time to elapse following a school administrator's participation in a learning module. As such, impact will be measured over the course of the three-year initiative. This will allow school administrators the necessary time to reflect on, and most importantly, to apply the learning, practices and strategies.

Component two of this initiative was informed by the following data sources:

1. Module evaluations completed by participants.
2. A pre-and post-reflection instrument, "*Reflections for School Administrators Leading FSL Programs in Schools*" (Appendix D and Appendix E). Prompts in five key areas were provided for principals to reflect upon aspects of personal practice as it pertains to supporting FSL programs in their school. The inventory covered five themes:
   - school culture
   - inclusionary practices
   - instructional leadership in FSL
   - retaining FSL teachers
   - resources
3. Review of discussion in the online posting boards used in the FSL learning modules.

The Ontario Principals' Council (OPC) and the Catholic Principals' Council | Ontario (CPCO), worked together to refine the original French Immersion module using current applicable research and the feedback from principal participants in the original pilot. A new Core/Basic module and a part 2 French Immersion module was developed and delivered. The Core/Basic French and part 1 French Immersion module were delivered in the fall of 2020 and the Part 2 French Immersion module was delivered in January 2021.

Part B – Review of Past Studies and Reports

Overview

There is a body of research that links principal leadership and its effect on teachers' professional growth and development. However, it is important to note that there is a scarcity of research pertaining specifically to the intersection of FSL instruction and the important role of leadership. This research is of particular importance given the longstanding shortage of FSL teachers in Canada. This supports the efforts of the research undertaken in this initiative and identifies a need for further study in this area.

This literature review began with a scan of recent literature pertaining to principal leadership and to professional development for teachers. Both fields are vast. The review narrows into the equally relevant, but much less studied, intersection of these two fields as they relate specifically to FSL education to reveal a range of factors that draw attention to some unique circumstances that challenge principal leadership and teacher development in FSL contexts in Canada. These challenges intersect at the level of education policy, school leadership, teacher education, and the growing demand for FSL programs.

Section 1: School Leadership

The principal's role in supporting teacher growth

It is generally accepted that principal leadership[2] ranks second behind teacher effectiveness as the most influential input to improvements in student achievement (Bush et al., 2018; Leithwood et al., 2004). This indirect impact is accomplished by principals creating and sustaining conditions for teachers' professional growth and improvement that directly influence teacher learning and efficacy (Houchens & Keedy, 2009; Katz, Earl, Jaafar, Elgie, Foster, Halbert & Kaser, 2008; Hallinger & Liu, 2016; Hallinger et al., 2017; Liu et al., 2016). These conditions are grounded in trusting, collaborative relationships sustained over time (Darling-Hammond & Richardson, 2009).

While effective school leadership draws on a range of principals' personal and professional skills and perspectives, leadership research increasingly points to the development of learning cultures as a means to optimize principal influence (Katz, et al. 2008; Pan & Chen, 2020). Pan & Chen (2020) summarize a number of studies where learning-centred leadership has shown positive results in teacher commitment, motivation, job satisfaction and optimistic outlook. Consequently, such impacts on teachers have been shown to foster growth in teacher leadership, thereby creating a positive reciprocal effect between the leadership practices of principals and teachers (e.g., collaboration, goal-setting, teaching practice; Printy, 2008). As the construct of school leadership increasingly includes the collective leadership efforts of principals and teachers (Printy & Marks, 2006), less is known, however, about the specific impact of teacher leadership on professional learning and student achievement, and therefore remains an area for further study.

School leadership in FSL contexts

While the literature on school leadership is vast, research on its connection to leadership in FSL contexts specifically is minimal. Indeed, many of the hallmarks of effective school leadership

---

[2] Amanchukwu, Stanley and Ololube (2015) contend that theories of school leadership fall into one of three orientations: "leadership as a process or relationship, leadership as a combination of traits or personality characteristics, or leadership as certain behaviors or, as they are more commonly referred to, leadership skills" (p. 7). These theories generally account for the secondary descriptions of leadership that focus on leadership principles (e.g., responsibility, improvement), and leadership styles (e.g., bureaucratic, transactional, transformational), and the factors that influence each.

can be applied in FSL education contexts, but research on FSL education in Canada points to unique elements in FSL teaching that may affect the role of principal leadership.

Milley and Arnott (2016) studied school leadership in eight Ontario schools as it pertained to Core French (CF) programs in particular. Their purpose was to examine a paradox that describes CF programs as having diminished status vis à vis other curriculum domains (Lapkin, MacFarlane & Vandergrift, 2006) while being a mandatory subject in all English-language school districts in the province. By comparing the perspectives of principals and CF teachers in their schools, Milley and Arnott identified four leadership strategies[3] prevalent in the CF contexts studied: building shared vision; supporting CF teachers; shared (distributed) leadership opportunities, and strategic allocation of resources. However, these researchers also suggest that these strategies reflected the need for "constant preservation efforts" (p. 21) in order to favourably position Core French alongside other curriculum interests.

A more recent Ontario study (Cloutier, 2018) examined the ways in which 58 school administrators in 20 English-language school boards support FSL teachers in their schools. The study acknowledged previous research that identified a range of challenges associated with FSL teaching and aimed to capture principals' perspectives on strategies they use to support FSL teachers, and by extension, mitigate challenges FSL teachers may face in their work. Overall, Cloutier found that school administrators were able to identify a broader range of leadership strategies in support of FSL teachers than previously documented. These perceptions remain in contrast to the perceptions of a small number of FSL teachers as reported earlier by Karsenti, Collin, Villeneuve, Dumouchel & Roy (2008) and invite a broader re-examination of the issue from the perspective of FSL teachers currently in the role.

Cloutier's study also investigated leadership practices based on administrators' previous knowledge and experience with FSL instruction. While no significant differences were noted for most types of FSL teacher support based on principals' past FSL experience, administrators were able to provide more support related to the acquisition of teaching resources and instructional practice if they had personal experience as an FSL teacher. While the debate continues regarding leadership impacts in curriculum where the principal may possess little knowledge and expertise (Lochmiller & Acker-Hocevar, 2016), the leadership capacity of school principals is viewed as one of many starting points in addressing the range of challenges relating to FSL instruction.

Section 2: Leadership Challenges in FSL Education

Despite the numerous policy commitments over many years from federal and provincial/territorial governments aimed at strengthening FSL education in Canada, a number of studies (Kissau, 2005; Hayday, 2015) have documented issues with realizing these political and educational aspirations. Each issue varies in magnitude based on a number of often interconnected factors such as: provincial education policy related to FSL instruction, required credentials for FSL teaching and the shortage of FSL teachers, and community demand for FSL education.

---

[3] Strategies as described in the Ontario Leadership Framework (Ontario Institute for Educational Leadership, 2013)

Provincial/territorial policy related to FSL education. Apart from education for some Indigenous peoples[4], education policy in Canada is under provincial or territorial governance. FSL education is offered in all provinces and territories; in half the provinces/territories, FSL is mandatory at some point during a students' public education career. The number of years of FSL study varies considerably across the country. FSL education is provided in a variety of formats ranging from what is referred to as Core or Basic French instruction (where the curriculum content is the French language) to varieties of French immersion (where the curriculum content is any combination of academic subjects taught in the French language). Provinces and territories are at liberty to determine the type of FSL programs they wish to provide, at what grades, and for how long. See *An Overview of French Second Language Education In Canada* (Canadian Parents for French, 2013) for the range of FSL instruction models available across Canada.

Required credentials for FSL teaching and the shortage of FSL teachers. Because provinces and territories are primarily responsible for education, the requirements for teaching FSL fall under provincial/territorial governance and form the basis of teacher education programs for FSL teaching within individual provinces/territories. In some provinces/territories (e.g., Alberta and British Columbia) the credentials to teach FSL provide flexibility for local school districts[5] to determine FSL teaching requirements specific to their local context. This means that FSL teachers working in one part of the country may not have the mobility to teach FSL in other parts of the country without first obtaining the teaching credentials specific to individual provinces/territories.

Studies dating back to the late 1980s have reported a shortage of FSL teachers in Canada (Obadia,1989). A pan-Canadian study of school districts (OPSBA, 2021) has reported ongoing FSL teacher shortages in most Canadian provinces/territories, corresponding to various other studies with similar findings (Day & Shapson, 1996; Obadia & Martin, 1995; Kitchenham & Chasteauneuf, 2010; Arnott, Hart, Lapkin, Mady, Vandergrift, & Masson, 2015). Concern over the low number of FSL teachers coincides with research that suggests that in times of FSL teacher shortage, hiring standards related to French language proficiency, may be compromised (Veilleux & Bournot-Trites, 2005; Arnott & Vignola, 2018).

Community demand for FSL education. Canadian Parents for French reports (2019) that the five-year average student enrolment in FSL programs across Canada has decreased by 1.0 percent overall while student enrolment in French Immersion has increased by 1.2 percent during the same period. Depending on the instructional time associated with various FSL programs, French immersion programs have been calculated to require up to three times the number of FSL teachers as Core/Basic FSL (Jack & Nyman, 2019). The combination of ongoing FSL teacher shortages and increasing enrolment in FSL programs has created new challenges in school leadership based on circumstances often beyond principals' sphere of direct influence.

---

[4] Responsibility for education of Indigenous peoples is increasingly the responsibility of First Nations in accordance with the *Anishinabek Education Agreement Act*, 2017.

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

When combined, the issues described above related to education jurisdiction, FSL teacher shortage and employability restrictions, and the persistent increase in demands for FSL programs generate leadership challenges for principals with respect to recruitment, hiring and providing meaningful support for FSL teachers. These challenges are summarized below, followed by strategies to mitigate their impact.

FSL Teacher Attrition

With persistent reports of FSL teacher shortages, it follows that retaining FSL teachers becomes a leadership issue of high importance and prompts the question: Why might FSL teachers want to leave teaching (attrition) and what can be done to prevent their leaving (retention)? Retention and attrition can be viewed as presenting opposite sides of the same coin, and so an examination of one benefits an examination of the other. Teacher retention is positively or negatively indicated by the multiple factors contributing to teachers' sense of personal and professional efficacy (Swanson, 2012). A persistent lack of professional efficacy can lead teachers to leave the profession entirely (Mehdinezhad & Mansouri, 2016). On the other hand, teachers with strong professional efficacy may choose alternative career opportunities (teacher migration) that also remove them from the existing classroom teacher pool. For the purposes of this study, the issue of teacher attrition as described above is central to efforts in retaining FSL teachers.

Research on teacher attrition is frustrated by efforts to locate teachers who have left the profession (Kirsch, 2006). While research indicates that early-career teacher (ECT) attrition has been disproportionately elevated for years (Ingersoll & Strong, 2011) comparatively little research has explored the experience of FSL teachers, in early or later stages of their careers, that leads them out of teaching. A study about second language teachers (French & Spanish) in Canada and the USA (Swanson, 2012) suggested that efficacy among FSL teachers may be a particular factor contributing to attrition. A pan-Canadian study of FSL teachers' experiences suggested that teaching challenges contribute to teachers' desires to leave FSL teaching (Lapkin et al., 2006). Karsenti et al., (2008) emphasizes that FSL teacher attrition is a particular concern for school districts given the persistent high demand and short supply, and suggests a number of factors underpinning FSL teachers' inclinations to leave FSL teaching.

Classroom management. Classroom management is a compendium of skills vital for teacher growth. Given the potential positive impact of healthy classroom climate on student learning (MacNeil, Prater & Busch, 2009) in all curriculum domains, supporting teachers in learning effective classroom management techniques is a leadership priority among school principals. Teachers highly adept at classroom management have developed their capacity over experience and reflection, and so, it is to be expected that ECTs will continue to fine-tune classroom management strategies. However, poor classroom management over time increases levels of stress, can be demoralizing, and may be a factor leading to attrition. Unfortunately, the FSL teachers who are most at-risk of leaving are also ECTs. Furthermore, research indicates that Core/Basic FSL classes are generally more challenging than other classes, from a classroom management perspective (Cooke, 2013; Lapkin et al., 2006; Letouzé, 2004). The reasons for this are many, such as difficulties with integrating technology (Arnott et al., 2015) to negative attitudes toward French (CPF, 2008; Granger, 2013; Lapkin et al., 2009; Marshall, 2002) affecting student engagement. The result of classroom management challenges for FSL

teachers is increased fragility with their sense of self-efficacy. Ironically, having high self-efficacy improves a teacher's capacity to manage their classroom (Woolfolk, Rosoff, & Hoy, 1990), so intervention support is required to sustain positive self-efficacy during the early career stage.

Attitudes towards French. Granger's (2013) chapter, *Why do they hate learning French? Thoughts on shifting subjectivities and psychical resistances in the language classroom?* describes some worrisome attitudes about French. Hayday's 2015 volume, *So They Want Us to Learn French*, documents trends in public attitudes regarding mandatory French instruction in schools. Canada-wide, positive attitudes towards French instruction hover around 70 percent, but support ranges from a high of >95% in Quebec, to approximately 55 percent west of Ontario.

While the origins of negative attitudes are multi-faceted, CF pedagogy itself is sometimes identified in the literature as a cause (Arnott, 2019; Jean & Simard, 2011). Occasionally, community discontent for mandatory French study has been reported to further erode the confidence and self-efficacy of FSL teachers (Cooke, 2013; Cooke & Faez, 2018; Lapkin et al., 2006). While changing harmful attitudes is complex, the pedagogical shift towards exploring francophonie culture may yield some successful strategies in promoting a positive attitude about FSL programs in English-speaking schools. In New Brunswick, where there is a large francophone population, the provincial government launched an initiative aimed at highlighting cultural identities. Inter-cultural efforts such as *Trousse du passeur culturel: La contribution des arts et de la culture à la construction identitaire (Ministère de l'Éducation NB, 2015)* brings together various cultural intersections with francophonie, aiming to celebrate and elevate the status of French identity.

French language proficiency. As Sullivan (2011) contends, "all can agree that the French teacher who cannot speak French will not be a successful teacher of French." (p. 241). French proficiency required to teach FSL programs emerged as a concern in the 1990s (Veilleux & Bournot-Trites, 2005), coinciding with the pan-Canadian expansion of FSL programs, particularly French Immersion, combined with early signs of FSL teacher shortages (Day & Shapson, 1996; Obadia & Martin, 1995). To facilitate the communicative approach to FSL teaching, teachers needed advanced levels of French-language proficiency (Flewelling, 1995; Swain, 1996). Low levels of French proficiency are likely to reduce teacher efficacy (Chambless, 2012), are believed to raise feelings of linguistic insecurity (Wernicke, 2020), and are known to reduce teachers' confidence in their teaching abilities (Bayliss & Vignola, 2007; Swanson, 2012). Since the majority of FSL teachers in Canada have learned French as a second language (Bayliss & Vignola, 2007), leadership that supports French language development may serve as a deterrent to attrition from FSL teaching.

Section 3: Connecting Leadership and Support for FSL instruction

While school leaders play only an indirect role in affecting improvements to student achievement, they hold significant potential to directly influence teacher learning and improvement (Leithwood et al., 2004). Increasingly, this potential is realized through a learning culture (Pan & Chen, 2020) where teachers, in this case FSL teachers, and principals address challenges collaboratively with reciprocal positive effects on teacher and principal efficacy. As

teacher efficacy is strengthened, so too are the possibilities for FSL teachers to continue to improve rather than seek employment alternatives (Swanson, 2012). This dynamic is of increasingly critical importance as the demand for FSL education increases in many parts of Canada, while the supply of FSL teachers remains insufficient to satisfy the demand. What follows are summaries of key leadership strategies that flourish in a culture of learning and are known to improve teacher efficacy.

1. Mentoring

A constellation of education, training, experiences, mentors, resources, and other supports converge to provide teachers support in meaningful ways. Long-term sustainability of teachers is in part contingent upon the support of their school leaders (Bickmore & Bickmore, 2010), the latter who are largely instrumental for creating an organizational space conducive to thriving (Tschannen-Moran & McMaster, 2009). In their study of mentoring and other supports influencing ECTs, Kapadia, Coca, and Easton (2007) found that principal support was the most influential factor motivating teachers to remain working in the same school, as well as the primary motivator for elementary teachers to continue teaching, while for secondary teachers, principal support was a near second factor behind mentoring support from other teachers. A proposition that can be drawn from research is that ECTs rely heavily upon and benefit from leadership supports made available to them (Alliance for Excellent Education, 2005), primarily in three areas: mentorship, opportunities for ongoing collaboration, and principal support (Kapadia et al., 2007).

While many provinces/territories have fashioned new teacher induction and mentorship programs, research indicates that teachers benefit from both formal and informal supports in order to maintain and augment self-efficacy. In their literature review of the role of school administrators with regard to ECT induction and mentoring, Kutsyuruba and Walker (2020) noted that "school administrator engagement is critical for induction and mentoring programs as their effectiveness depends on a school's context and alignment with vision, instructional focus, and the priorities set by the school administrator" (p. 2). One study in Ontario found that ECTs lacked appropriate resources, faced challenges with classroom management and planning, and teachers often needed but did not receive mentorship, causing anxiety (Fantilli & McDougall, 2009). While mentorship is a support that has wide stakeholder buy-in, the reality of linking ECTs with appropriate mentor connections has proven to be more challenging, especially in remote and rural schooling areas, leaving many ECTs having to be the architects of their own mentorship connections (Walker, Kutsyuruba, Al Makhamreh, & Stroud Stasel, 2017).

2. Induction Programs

Teacher induction is described by Kutsyuruba and colleagues (2018) as "a long-term, comprehensive, coherent, and sustained professional development process, organized by a specific jurisdiction districts to acculturate, train, support, retain new teachers, and help them develop a lifelong learning program" (p. 46). It is important to note that while induction programs often involve mentoring, they are distinct supportive strategies. Wong (2004) noted that induction programs are structured and organized, whereas the mentoring is an ongoing process that requires commitment, awareness, and appropriate actions. As such, he argued that mentoring needs to be understood as one component of an induction process, and not mistaken for the process itself. And yet, some teachers' induction experiences appear to be limited to the assignment of a mentor, who may or may not have established an authentic connection with the

mentee. Furthermore, some mentors receive mentorship training while others are volunteer recruits with no training (Wong, 2004).

In Canada, some jurisdictions provide a structured framework for induction such as Ontario's New Teacher Induction Program (NTIP), whereas others leave induction up to individual school districts. A recent pan-Canadian study of ECTs found variation in induction programs across the nation. In some instances, induction was absent, and where induction programs were used, some teachers reported better outcomes than others (Kutsyuruba, Walker, Matheson, & Bosica, 2020). This same study parsed out a variety of supports used in induction programs to meet ECTs' needs, including a supportive school leader and various programmatic supports such as adequate planning time.

Since the effectiveness of ECT induction programs in Canada has yielded mixed results, (Kutsyuruba et al., 2020), more research in this area is called for, including a probe of what supports are helpful to ECTs who also teach FSL. Ideally, induction and mentoring programs are used in tandem (Hobson, Ashby, Malderez, & Tomlinson, 2009), and the existing research on ECTs also suggests that quality induction programs paired with effective mentoring lead to improved ECT retention (Kutsyuruba & Walker, 2020).

3. Ongoing Professional Learning

Many teachers engage in self-directed ongoing education and training. Provinces may mandate ongoing training, and school boards also serve to regulate type and frequency of professional learning given to teachers (Arnott et al., 2017). In the Canadian context, there is evidence that training is insufficient vis-à-vis the needs of FSL teachers (Arnott et al., 2015; Lapkin, et al., 2006; Mison & Jang, 2011; Piccardo, 2013). Carr's study (2007) conducted in western Canada found that very few FSL teachers belong to language teachers' associations and additionally, and that a minority of FSL teachers attend local workshops and national conferences for language teachers. Carr concluded that the lack of training and support for these [Core French] teachers is stated as a grave concern relating to the quality of the program being delivered and may be affecting the actual teaching time done in French and on the French subject (p. 14).

Carr's findings echo other studies that concluded that more FSL-specific ongoing professional learning opportunities are needed (Arnott et al., 2015; Lapkin et al., 2006; Masson, 2018). One challenge of this finding is that ongoing professional learning often reflects policy trends that are external to principals' influence that introduce competing professional learning priorities for principals and the FSL teachers they support. While some data exists indicating teachers in some regions are pleased with PL opportunities (e.g., Arnott et al., 2015), an area of tension noted in the literature is how PL is linked with teacher identity.

Beauchamp and Thomas (2009) maintain that teacher identity is a crucial aspect of teacher development. Identity as a teacher is highly personal, and also embedded in an individual's emergent and changing pedagogy (Bukor, 2011). Burke, Aubusson, Schuck, Buchanan, and Prescott (2015) classified PL to be one avenue of support for ECTs. One of Carr's (2007) recommendations was for provincial teacher associations to provide ongoing PL for CF teachers. Cooke (2018) reminded us that the federal government has pledged funding to expand PL opportunities for FSL teachers. Cooke and Faez (2018) further called upon teacher collaboration to be included in PL possibilities. Collaborative inquiry (CI) which allows for teachers to develop laterally (Bolden, Christou, DeLuca, Klinger, Kutsyuruba, Pyper, Shulha &

Wade-Wooley, 2014) and distribute tasks based upon interest and strengths has been a PL methodology in some districts, which may lead to meaningful, high-yield PL on a broader spectrum if explored more widely. CIs operate on a distributed leadership model, which is a model well-known and utilized in education. However, Fusarelli, Kowalski, and Petersen (2011) cautioned that "for distributive leadership to succeed, relationships must become as important as tasks, cooperation must become more important than competition, and sharing must become more important than controlling" (p. 52).

Summary of the Review of Past Studies and Reports

Research on school leadership is plentiful and has evolved over time to reveal that collaborative, trusting relationships between principals and teachers provide the framework for improving teacher efficacy, and by extension, student learning. The same approach is useful in addressing some of the unique circumstances that currently affect FSL teaching in various contexts. Some challenges exist beyond the school (e.g., persistent teacher shortages) but local solutions are borne out within the school (support for teachers to minimize attrition). Given the complexities surrounding leadership in FSL contexts, it is important that ongoing research prioritizes voices from both principals and teachers in solution-building.

Part C – Summary of Section 1

The importance of school leadership in attracting and retaining FSL teachers can never be overstated. As identified in this section there is a scarcity of research pertaining specifically to the intersection of FSL instruction and the important role of leadership. It is anticipated that this study will expand a collective understanding of the different ways that principals can be supported in their efforts regarding FSL teachers and programs, including the discovery, training and implementation of additional effective/innovative practices, strategies and resources that directly impact teacher retention challenges.

Section 2 – Research

Part A – Scope, Research Questions

The first component of this initiative involved pan-Canadian research and professional dialogue with school administrators to explore and document the challenges and opportunities related to FSL instruction in schools. A key focus of Year 1 was to begin to gather innovative practices and strategies that have the potential to positively affect FSL teacher retention. The research intends to gain an understanding of how school administrator support can have a direct correlation to FSL teacher retention, and how such supports may be replicated provincially and nationally.

In the first year of the initiative, information was gathered from several sources:

1. Past studies and reports related to the role of school leadership in addressing the longstanding challenges related to FSL instruction.
2. A pan-Canadian electronic survey of principals with FSL programs in their schools.
3. Virtual focus groups with principals who volunteered as a result of their participation in the survey.

The following two key research questions guided the work:

1. During professional dialogues with school leaders on this topic, what unique leadership challenges and opportunities emerge that affect FSL instruction in schools?
2. During professional dialogues with school leaders what are effective FSL teacher retention and professional support strategies that can be shared and replicated provincially and nationally?

Methodology

The research plan for this study was developed by the Supporting Principals' Initiative Team with input from the Initiative Coordinating Team.

A mixed methods approach (Creswell,2014) was developed for this study. The first data collection instrument was an exploratory pan-Canadian survey sent to principals of publicly funded English-language school districts that offer FSL CB and FI programs. Professional organizations and associations in the education sector who had direct links with school principals were sent information on the initiative in order to share the survey link with their members to encourage them to participate. Social media was also used in promoting the survey. The survey was open from September through mid-November 2020. As the study was exploratory and descriptive in nature, quantitative analyses were limited to descriptive statistics and a few analyses of variance were conducted to look for meaningful regional differences. Themes arising from the qualitative data from the survey were analysed using a combined inductive-deductive approach.

The second data collection instrument was a focus group protocol. Focus groups were organized by province and sessions were conducted via Zoom technology in November and December 2020. Each focus group was approximately one hour in length and included five

questions that were informed by the literature review and preliminary survey results, followed by one open-ended question. The focus groups followed a discussion format. All focus groups were recorded and transcribed. Names were replaced by participant codes. The transcripts were then coded and merged by province and using five a priori themes: supports received, effective practices, French proficiency, opportunities & challenges, and external supports (association and school district). Thematic analysis was then conducted.

Study Design

The pan-Canadian survey was developed by the Supporting Principals' Initiative Team to document an understanding of the challenges and opportunities experienced by practicing principals in supporting FSL instruction across Canada. Survey items collected quantitative information such as the type of FSL program offered, school population, FSL proficiency level of the principal, and provincial policy on FSL instruction. The survey also explored the state of FSL resources available, resources for principals to support FSL teachers, availability of FSL support staff and community-based supports. Qualitative data were also collected through open-ended questions following several survey items, as well as two open response items at the end of the survey. Following completion of the survey questions, respondents were provided with an opportunity to volunteer to participate in a focus group.

Preliminary survey results captured within the first three weeks were used to inform the design of the focus group protocol. The focus groups aimed to explore gap areas identified in the literature review, to probe preliminary survey findings, and to draw out and highlight the opportunities that lead to effective practices, as well as to parse out themes linked to the two research questions.

Limitations

The key purpose of this research is to begin to gather the range of practices and strategies used by principals of schools with FSL programs for the purpose of promoting FSL teacher retention and professional support. It did not investigate the impact or reach of identified supports. However, the findings of this study provide baseline data to inform such discussions in the future and identify promising practices, knowledge mobilization networks, potential future partnerships and pilot projects related to the linkages between school leadership and FSL teacher retention across Canada.

Variation in Key Findings

When comparing data from the survey and the focus groups, some findings varied between the two data sources. There are several possible reasons that differences in feedback occurred:

1. The questions were approached in different ways; the survey's questions were intended to elicit a rapid and brief response.
2. Some of the survey questions had a limited number of choices to select from and needed to be ranked, whereas in the focus groups participants could identify areas of interest to discuss.
3. There is an opportunity in focus groups to delve more deeply into questions from the survey through discussion. When exploring these areas further during focus group conversations there were instances where participants placed a different emphasis on some strategies and practices. These will be identified within the report.
4. The focus group participants may have been influenced in their responses by what had been shared by other participants.

Specific Findings and Analysis

Survey Findings

The survey was comprised of eight demographic questions, five questions focused on the context of the principal's work, and 12 questions examined the support principals received as a school leader. Of the 25 total questions, 20 were quantitative (demographic selection and Likert-scale responses) and five were qualitative (open response questions). There were 545 viable (or usable) entries after the removal of partially completed responses and unusable entries.

Below is a report of the findings. Please note that the following Figures 1 to 15 reflect data from respondents from all provinces, but specific mention will be made regarding "interesting differences" when data from Ontario are excluded.

Quantitative Results from the Survey

Demographic

The survey was distributed across Canada, but responses were overwhelmingly from Ontario. Given the disproportionately high response rate from Ontario, data were parsed out to look for discrepancies between Ontario responses and responses from other regions. While many Ontario responses were similar to those from across the country, some differences were noted and are reported accordingly. Specifically, 80% of the responses were from Ontario, 6% were from British Columbia, 5% from Manitoba, 4% from Alberta, 2% from Saskatchewan, 1% from New Brunswick, 1% from Northwest Territories, and 1% from Quebec. As partners in the initiative, OPC and CPCO, the Ontario provincial principal organizations for English-language school boards, were instrumental in encouraging its members to participate. This may possibly account for the high response rate from Ontario.

As an exploratory study, the purpose was to gather impressions from principals across the country, identify areas of commonality and difference, but not to make generalizable inferences from the data.

Figure 1: *Province and Territory Survey Distribution*

As can be seen in Figure 2, the majority of participants (63%) were from Elementary Public Schools, 17% from Elementary Catholic Schools, 12% from Secondary Public Schools, 2% from Secondary Catholic Schools, and 6% were from Other, which included principals in K-6, K-12, and alternative schools, as well as school district system principals. It is important to note here that the majority of responses (80%) are from elementary schools.

Figure 2: *School Type*
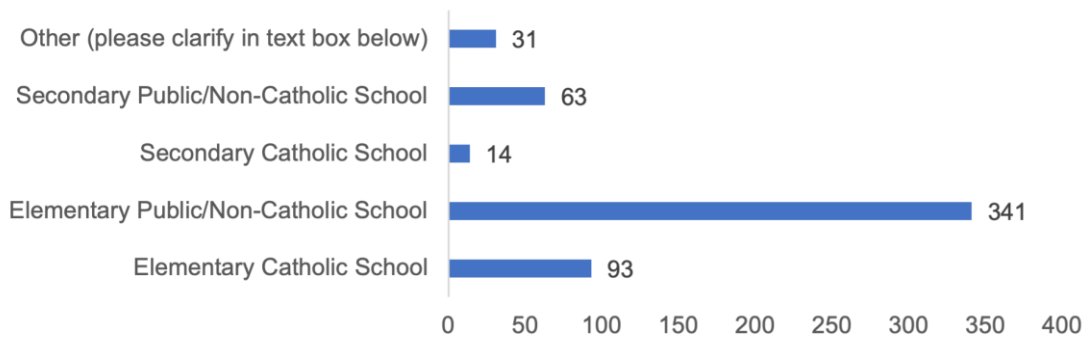
Principals were asked about French instruction that was offered at their school (Figure 3). Results showed that the majority of principals who responded to this survey were from schools that provided CB (47%), followed by dual track schools (CB and FI) – some students are enrolled in FI (36%), then single track schools – all students are enrolled in French programs (11%), and only 1% had no French programs at their school.

Figure 3: *French Instruction at School*
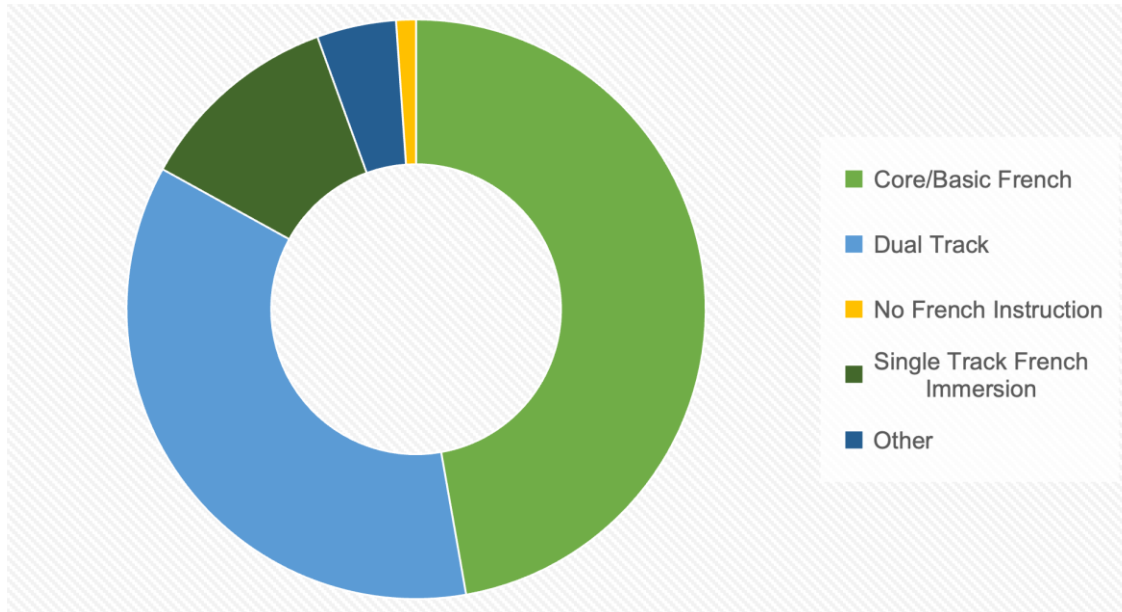
The survey then asked the principals to give context to their proficiency with French as a second language. The various levels identified in the survey were derived from the CEFR. Figure 4 shows the results of the French oral language proficiency of the principals that responded. 34% of the principals do not speak French and only 7% speak French as their first language while 7% can express themselves freely and fluidly. It is worth noting that the number of L1 French speakers when all provinces' data is considered is 7.4%, excluding Ontario data, it jumps to 18%.

Figure 4: *French oral language proficiency*
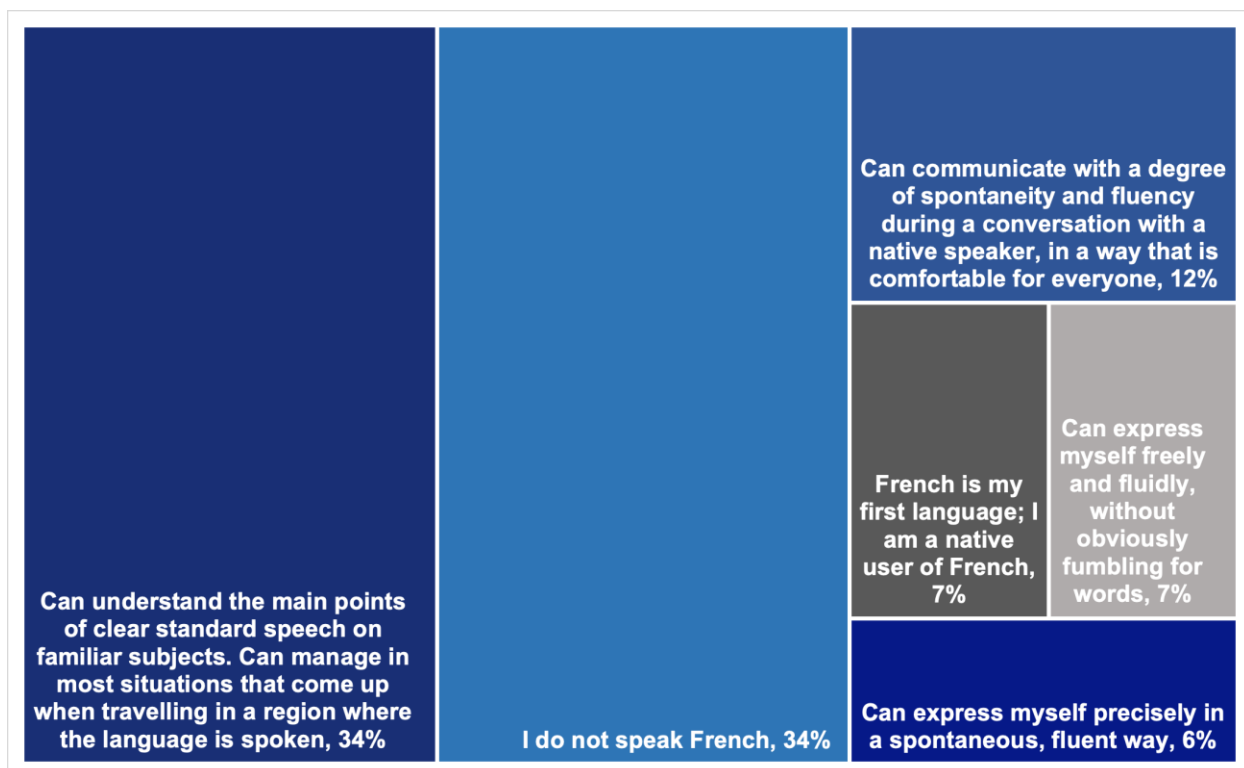
Principals were then asked if they were primarily responsible for the hiring of FSL teachers in their schools. Participants reported that 69% were in charge of hiring FSL teachers in their school while 31% were not. This approximately 70/30 percentage split drops to 60/40 when the Ontario data is excluded. This implies that the FSL hiring outside of Ontario is a more centralized process.

Please note that the survey did not provide any specific details regarding a principal's level of involvement in the hiring processes either at a central district or local school level. More information on the recruitment and hiring of FSL teachers can be found in the initiative entitled, Recruitment Guide for English Language School Boards (OPSBA, 2021).
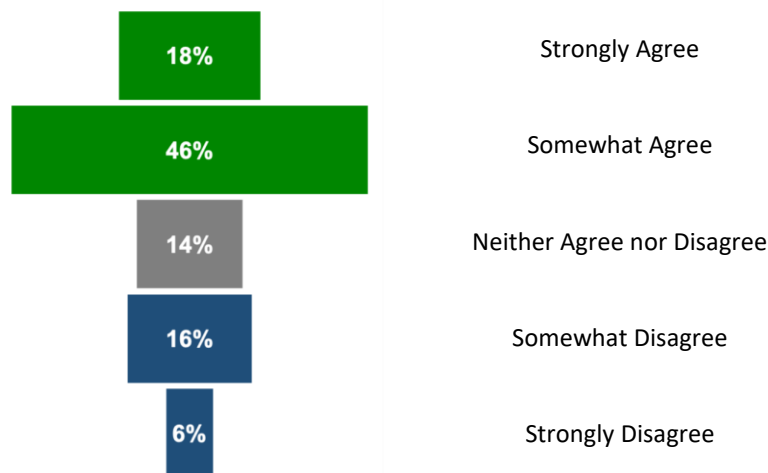
Working Context

The next set of questions asked the principals to describe the context of their work through three Likert-scale questions. These questions asked the principals to respond to the questions on a scale of one to five with one corresponding to "strongly disagree" and five corresponding to "strongly agree".

The survey responses, shown in Figures 5 and 6, revealed that 64% of participants feel that their schools are resourced with FSL materials that are current; however, only 38% responded that the FSL materials are reflective of the diversity of the students within their school community. It is interesting to note there is an 8% spread when Ontario data are included (38%) and 30% when Ontario data are excluded when referring to resources to support diverse populations.

My school is resourced with FSL materials that are current

Figure 5

18%	Strongly Agree	6%
46%	Somewhat Agree	32%
14%	Neither Agree nor Disagree	24%
16%	Somewhat Disagree	23%
6%	Strongly Disagree	15%

My school is resourced with FSL materials that are reflective of the diversity of the students within the school community

Figure 6
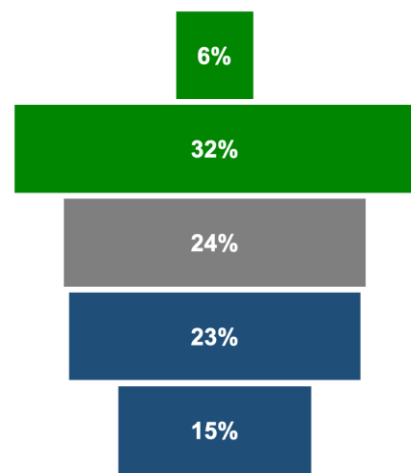
Principals were also asked to respond to "I am able to draw upon community-based supports and/or resources in order to support the FSL teachers in my school" (Figure 7). 46% of respondents did not support this statement, while 32% reported that they could access community-based supports/resources. Of note is an 11% spread between with/without Ontario data and when Ontario is excluded there is less disagreement (33%) when it comes to drawing on community resources.

Figure 7

I am able to draw upon community-based supports and/or resources in order to support the FSL teachers in my school
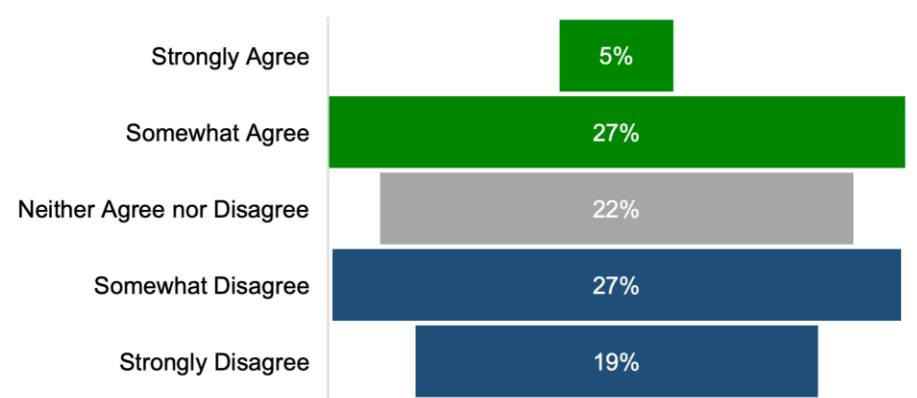
Support Received as a School Leader

The final section of the survey explored the different types of supports for principals and the effectiveness of these supports. Responses were recorded on a five-point Likert scale with one corresponding to "strongly disagree" and 5 corresponding to "strongly agree".

To begin, principals were asked to respond to "I am able to draw upon resources/guidance from professional associations that I belong to in order to support teachers of FSL program". In Figure 8 it appears that roughly equal numbers of principals agreed and disagreed with this statement.

As noted in the background not all provinces have professional organizations dedicated to supporting the work of school administrators, however all provinces have teacher associations, most of which have separate councils or organizations for school administrators.

Figure 8

I am able to draw upon resources/guidance from professional associations that I belong to in order to support teachers of FSL program
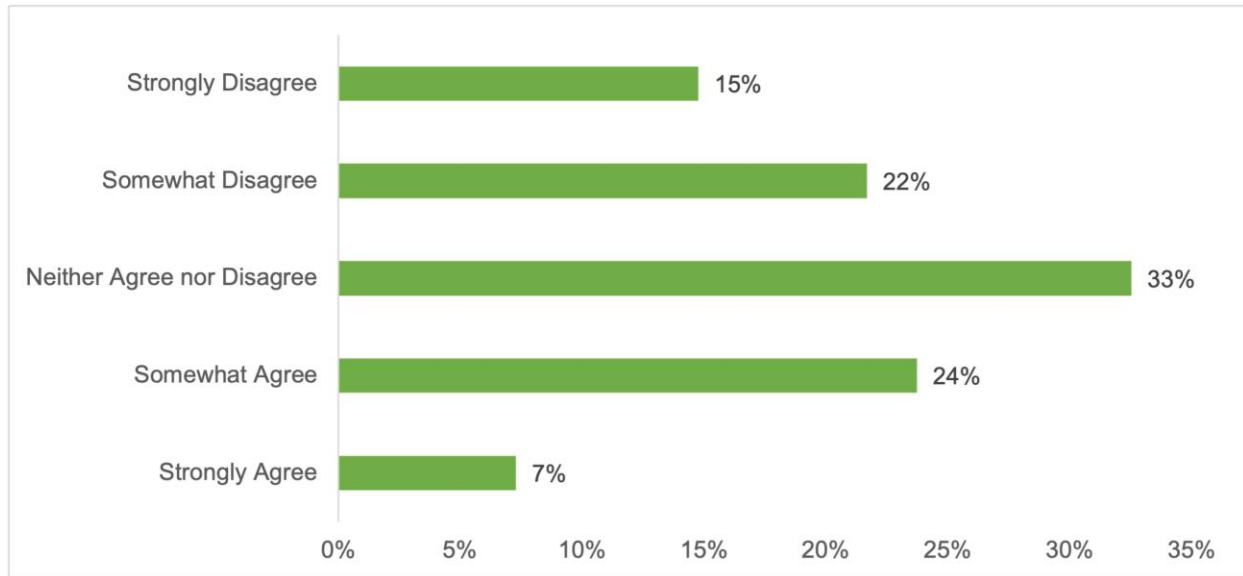
Next, principals were asked to respond to a question about professional learning on topics related to FSL programs. "The results are below in Figure 9, which shows that a significant number of participants, 62%, do not report receiving sufficient professional learning in the CEFR and Ministry of Education priorities.

Figure 9

In my district, school administrators participate in professional learning about FSL, such as the Common European Framework of Reference (CEFR), and Ministry of Education priorities for FSL
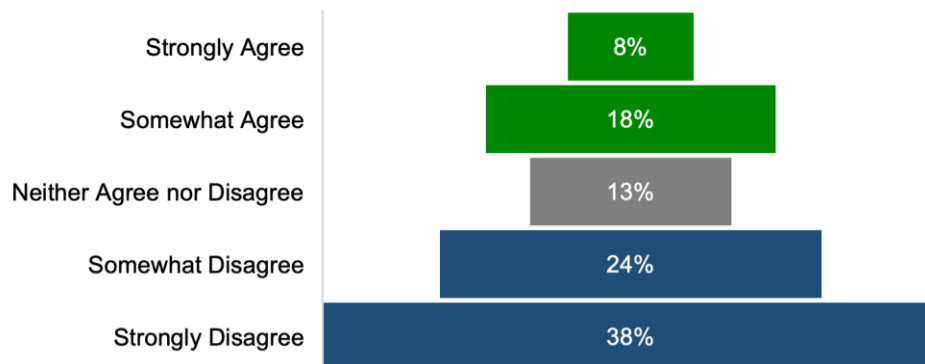
Principals were then asked to respond to a statement on professional learning that supports their role as an instructional leader. The responses were recorded on a five-point Likert scale, similar to the two questions above. The results can be seen in Figure 10 below. Overall, 29% of

principals agreed that they participate in professional related to the FSL curriculum. More notably 63% indicated disagreement with this statement. The level of agreement improves by approximately 11% when the Ontario data are excluded.

Figure 10

As a school administrator I have participated in professional learning on the provincial FSL curriculum in order to support my role as an instructional leader

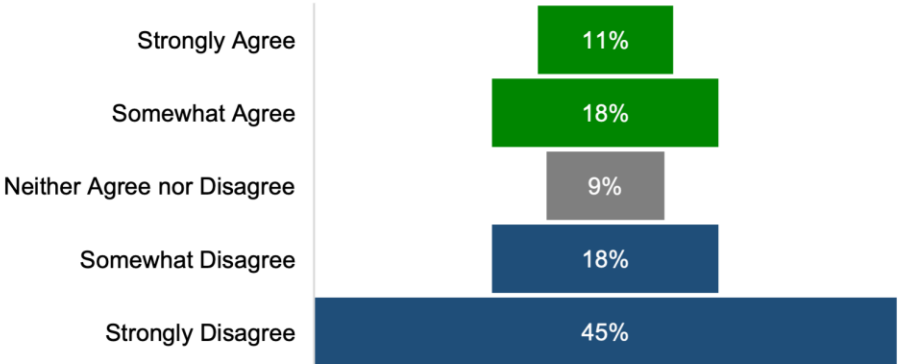Following these Likert scale responses, principals were presented with 12 statements that represented supports they could have received from a consultant/coach with FSL responsibilities in their district. Principals were asked to select three statements that best applied. Below (Figure 11) is a ranking of the responses. The top 3 supports representing approximately 52% of the total responses were identified as:

1. Providing release time for FSL teacher professional learning
2. Providing advice for purchasing appropriate teaching resources
3. Access to a range of professional learning opportunities for FSL teachers

When Ontario is excluded the ranking became:

1. Access to a range of professional learning opportunities for FSL teachers
2. Providing release time for FSL teacher professional learning
3. Providing supplementary funds for purchasing appropriate teaching resources

Figure 11

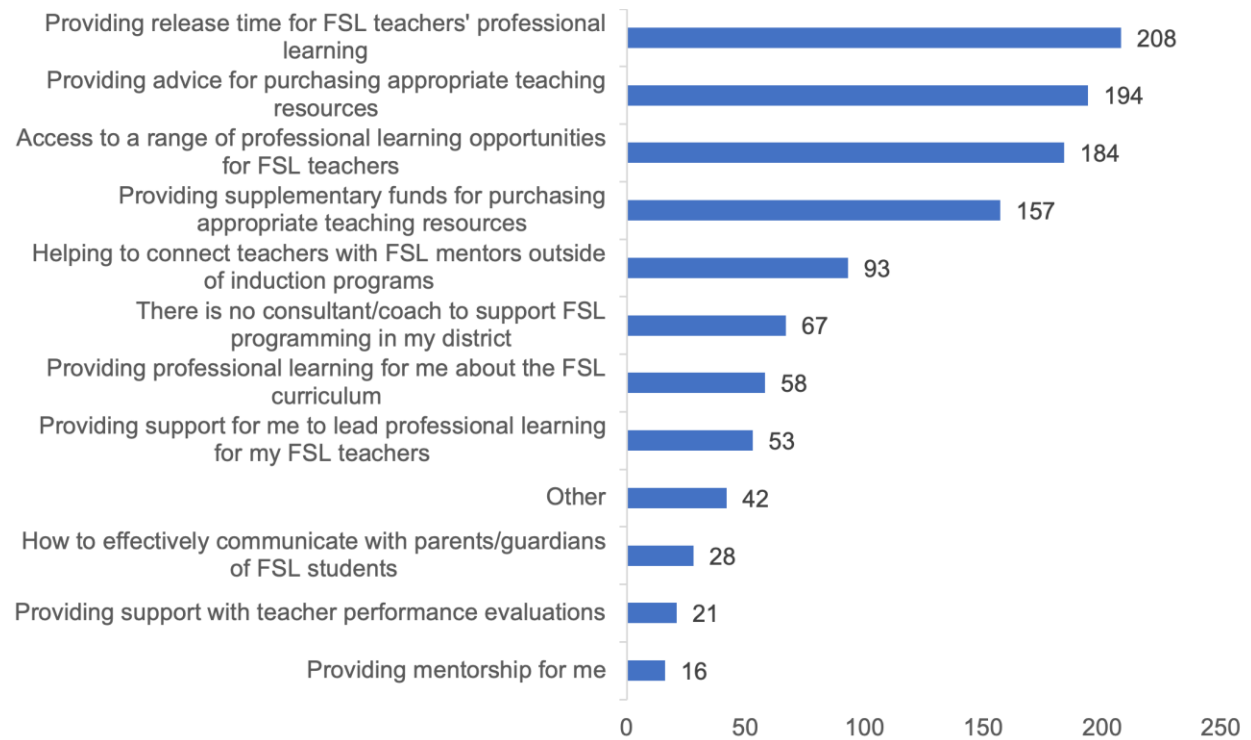*Supports received from consultant/coach*

Category	Value
Providing release time for FSL teachers' professional learning	208
Providing advice for purchasing appropriate teaching resources	194
Access to a range of professional learning opportunities for FSL teachers	184
Providing supplementary funds for purchasing appropriate teaching resources	157
Helping to connect teachers with FSL mentors outside of induction programs	93
There is no consultant/coach to support FSL programming in my district	67
Providing professional learning for me about the FSL curriculum	58
Providing support for me to lead professional learning for my FSL teachers	53
Other	42
How to effectively communicate with parents/guardians of FSL students	28
Providing support with teacher performance evaluations	21
Providing mentorship for me	16

In conjunction with the previous question, the principals were then asked, "To what degree have these FSL 'supports' been helpful in further supporting FSL teachers and programs in your school?" Responses to this question (Figure 12) were recorded on a five-point Likert scale with one corresponding to "Extremely Unhelpful" to five corresponding to "Extremely Helpful". There is a significantly positive response with 72% of responses indicating FSL supports are either helpful or extremely helpful with supporting FSL teachers compared to 10% indicating supports as being unhelpful or extremely unhelpful.

Figure 12

To what degree have these FSL 'supports' been helpful in further supporting FSL teachers and programs in your school?

Extremely Helpful	14%
Somewhat Helpful	58%
Neither Helpful nor Unhelpful	17%
Somewhat Unhelpful	6%
Extremely Unhelpful	4%
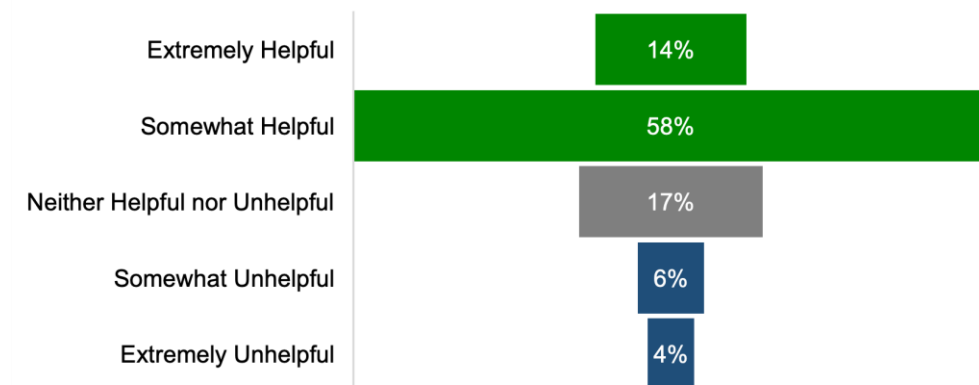
Shifting the focus to the FSL program as a whole, principals were provided with a list of nine supports and asked to select no more than three responses that would most enhance their ability to support FSL programs. Figure 13 shows the top 3 responses representing approximately 51% of total respondents as:

1. Knowledge of effective teaching resources
2. Knowledge about appropriate of assessment & evaluation of FSL
3. Knowledge about use of technology in second language learning

With the data from Ontario excluded the top 3 are:

1. Knowledge of effective teaching resources
2. Knowledge about use of technology in second language learning
3. Ideas on how to create staffing scenarios that increase collaboration

Figure 13

Additional Supports That Most Enhanced Ability to Support FSL Programs
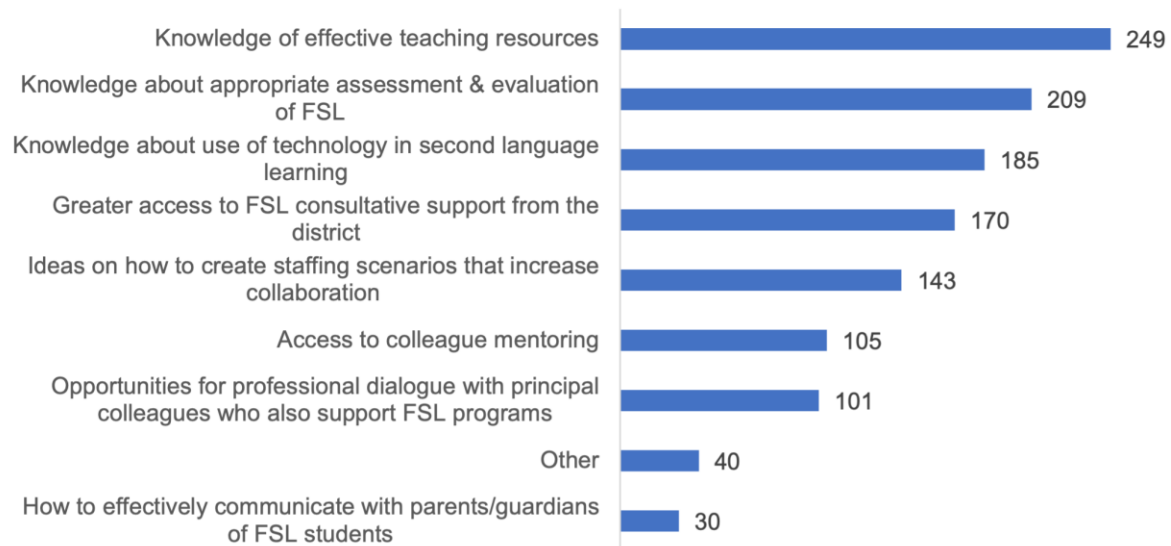
Next, the survey probed what practices principals use to support FSL programming. Nine options were provided, asking principals to select no more than three choices. Figure 14 shows that the top 3 responses representing 59% of the respondents were:

1. School budget dedicated for FSL resources and activities
2. Encouraging FSL teachers to engage in school-wide leadership opportunities
3. Using the French language during the school day/year to build French into the culture of the school

When Ontario's data is excluded the top 3 responses differ slightly:

1. School budget dedicated for FSL resources and activities
2. Encouraging FSL teachers to engage in school-wide leadership opportunities
3. Scheduling time to actively engage in conversations with my FSL teachers about their needs

Figure 14

Practices Principals Employ to Support FSL Programming
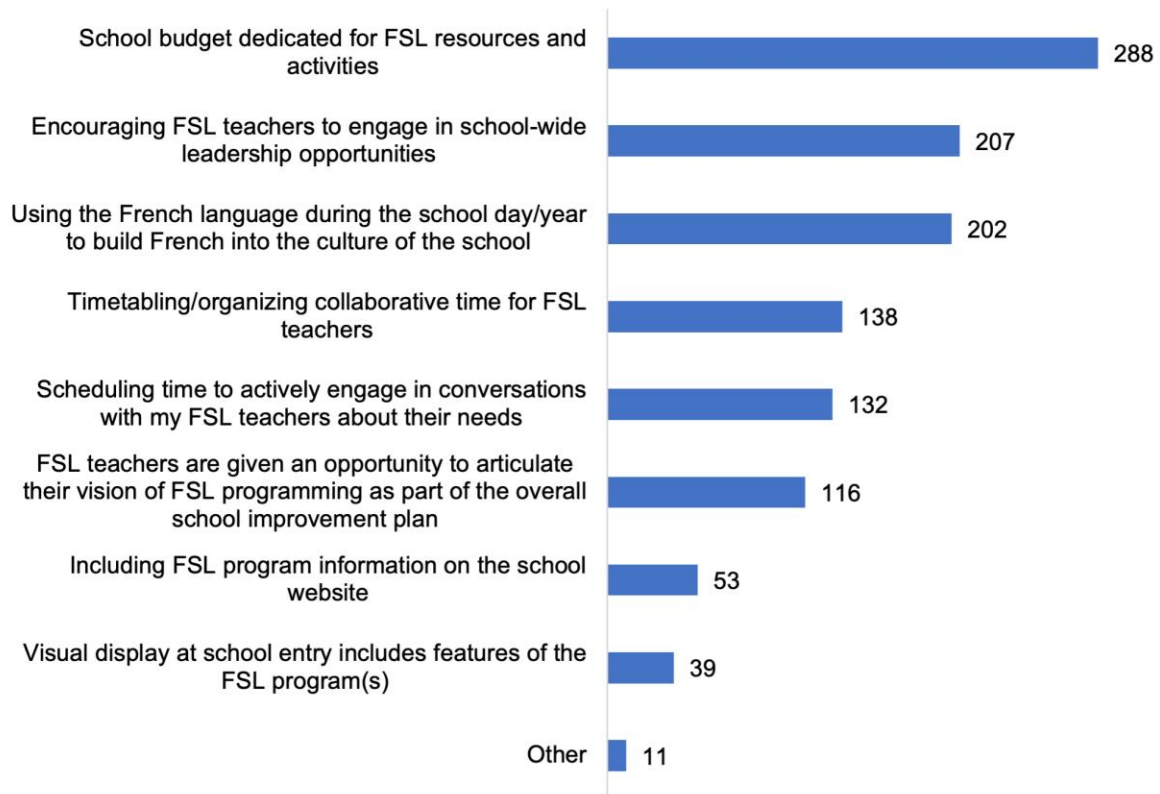
Participants were then given a list of seven potential challenges that principals could face when supporting FSL teachers in their work and asked to select up to three challenges. Figure 15 shows the top 3 representing approximately 57% of respondents were:

1. Sufficient numbers of language proficient FSL teachers
2. Sufficient opportunities for professional learning and networking
3. Current and sufficient resources

It is important to note that these were the top 3 selections with or without Ontario data. These are important pan Canadian challenges that principals have identified.

Figure 15

Challenges in Supporting FSL Teachers

Challenge	Value
Access to sufficient numbers of language proficient FSL teachers	316
Sufficient opportunities for professional learning and networking	200
Current and sufficient resources	193
Effective inclusion of ESL and students with special education needs in FSL programs	155
Perceptions of FSL programs compared to other curriculum areas	150
My own knowledge and experience in FSL	115
My French language proficiency	107

Qualitative Results from Survey

The survey that was distributed to principals across Canada was comprised of 25 questions. Of these 25 questions, five were qualitative open-ended questions, however only three had sufficient responses to report. These three questions were "please provide examples of community-based supports and/or resources that you draw upon", "please indicate which association(s) you draw upon for resources", and "please list any additional related challenges not mentioned in the previous question".

Community Based Supports

On the survey, principals were asked to provide examples of community-based supports and/or resources that they have drawn upon in the past. Of the 545 survey responses, only 145 responses were recorded for this specific question. Of the 145 responses there were 3 themes present: associations, members of the community, and school provided supports. A brief description of each will be provided below.

Associations. Throughout the responses it was noted that principals and teachers reach out to associations and community groups that specialize in French language and the French community in their area. The associations included:

- Association Canadienne des Professionnels de L'Immersion (ACPI)
- Alliance Française (AF)
- Association Manitobaine des Directrices et Directeurs des Écoles D'immersion Française (AMDI)
- British Columbia Association of Teachers of Modern Languages (BCATML)
- British Columbia Language Coordination Association (BCLCA)
- Canadian Association of Second Language Teachers (CASLT)
- Canadian Parents for French (CPF)
- Direction des Ressources Éducatives Françaises (DREF)
- Éducatrices et éducateurs francophones du Manitoba (EFM)

- Ontario Modern Language Teachers' Association (OMLTA)
- Société de la Francophonie Manitobaine (SFM)

Members of the Community. The responses also mentioned specific members of the local French community being a valuable support for their FSL teaching. These community members varied from police officers and firefighters to local chefs that specialized in French cuisine. These members of the community appeared to serve as a connection point for students between a personal interest and the French culture within their community.

School Provided Supports. Although the question asked for community-based supports and resources many principals still reported district and school level supports for FSL teachers. There were numerous reports of board-level FSL consultants that came to schools to help FSL teachers and consultants that specialized in FSL instruction.

Associations Providing Support. The next open-ended question asked principals to indicate which association they draw on for their resources. Of the 545 survey responses there were 117 participants who responded to this specific question. The responses didn't necessarily have any themes as they were just a list of sources of supports. Listed frequently were: Association Canadienne des Professionels de l'Immersion (ACPI), Canadian Association of Second Language Teachers (CASLT), Catholic Principals' Council of Ontario (CPCO) Ontario Principals Council (OPC), Canadian Parents for French (CPF), Elementary Teachers' Federation of Ontario (ETFO), Ontario Modern Language Teachers' Association (OMLTA), TFO (a Canadian French language educational television channel), community cultural organizations, and various Ministry and schoolboard provided supports.

It is important to note that the vast majority of respondents were from Ontario, so that is most likely why there is an overrepresentation of Ontario centered sources of resources (e.g., CPCO, OMLTA, OPC).

Survey Summary

The pan-Canadian survey provided useful exploratory data regarding leadership challenges and opportunities that affect FSL instruction in schools, as well as some preliminary data to inform investigation of effective FSL teacher support strategies which may be linked with FSL teacher retention.

80% of principals who responded worked in Ontario, and 63% of participants were principals of elementary schools. The vast majority of participants worked in a school that had a CB program (47% in single track CB; 36% in dual track: CB & FI), while nearly half the participants worked in schools with a FI program (11% single track FI school; 36% in dual track: FI & CB). While the majority of participants indicated that their schools were resourced with current FSL materials (64%), just over a third of participants believed that the materials were reflective of the diversity of students within the community (38%), and less than a third of participants believed they could draw from community-based supports and/or resources (32%).

Across all participating regions, the top three challenges that principals consistently identified to support FSL instruction in schools were:

1. finding sufficient numbers of FSL teachers
2. accessing sufficient opportunities for professional learning and networking
3. accessing current and sufficient resources

The majority of principals do not report participating in professional learning about FSL such as the CEFR and Ministry of Education FSL priorities in order to support their role as an instructional leader (62%).

When asked about the support that principals received from consultants/coaches, the top three supports identified were:

1. Providing release time for FSL teachers' professional learning
2. Providing advice for purchasing appropriate teaching resources
3. Access to a range of professional learning opportunities for FSL teachers

Three quarters of principals indicated that supports they did receive from consultants/coaches have been helpful.

Principals reported that knowledge of effective FSL teaching resources, knowledge about appropriate assessment and evaluation of FSL and knowledge about use of technology in second language learning would most enhance their ability to support FSL programs.

Focus Group Findings

In the second part of this research, survey participants who indicated their interest in the survey were contacted to be part of a focus group. Focus groups were organized by province, allowing principals to discuss their experiences within the same policy frameworks in which they operate. Nineteen focus groups involving 61 principals working in BC, AB, SK, MB, ON, & NB took place between early November through mid-December 2020, and were all held using Zoom technology. The four most prominent themes that emerged were:

1. Need for Opportunities for Collaboration
2. Importance of Modelling
3. Access to Resources and Professional Learning
4. Importance of Relationships

Theme #1: Need for Opportunities for Collaboration

The most prominent theme that emerged from the focus groups was the need for opportunities for principals to come together from across school districts to collaborate and discuss FSL-specific-issues.

Participants emphasized the value of meeting with other principals in varying formats to share challenges and opportunities and discuss professional support strategies with their colleagues. They explained that more opportunities would assist them in their efforts to support FSL teachers. Participants were not generally aware of FSL-related networking opportunities at the principal level. One principal stated: "We used to have a lot more time for principals of

French Immersion schools to meet and talk about how they can troubleshoot and brainstorm. That's not happening as much anymore. It hasn't happened in the last couple years". Another principal commented: "It's the connection opportunities: opportunity for more French Immersion administrators to be able to come together to share difficulties and be able to provide additional supports to one another". There was evidence of brainstorming, troubleshooting, and even networking for future collaborative efforts across all focus groups.

Some principals shared that they were motivated to join these focus groups in order to meet other principals to seek ideas on how to navigate their FSL teacher retention challenges. Many talked about how their involvement in the study or focus group has motivated them to think about the FSL teacher retention challenge in their daily work. One principal reflected: "it's a journey. I certainly don't have all the answers. And that's why I'm in this focus group to learn from you guys. And that's kind of the learnings that I've discovered even since last June". Principals highlighted the positivity that came from the focus group experience. One principal shared: "It's been wonderful to be able to connect with other people who are passionate about the French language". Focus group participants expressed that they benefitted from participating because of the enriching experience of talking to other professionals who share their challenges in supporting FSL teachers and programs. Consistently, principals shared how participating in the focus group and hearing from their colleagues re-invigorated their interest in French programs. It provided them time to reflect on their own efforts in supporting FSL teachers.

Principals identified the opportunity to come together to discuss challenges and opportunities relating to FSL teacher support as beneficial to their practice.

One principal called for professional organizations that support school administrators to orchestrate opportunities for principals to get together in small groups and talk about issues in the FI and CB programs:

> Where I would like to see OPC go is, I would love to have a group like this, where we could have a Zoom call and we could talk about some issues in the French Immersion program or the Core French program. . .I have a few ideas from just this small group.

Networking with principals was deemed a means of feeling more supported in their role as a principal of a school with FSL programs. By collaborating with other principals, they reported they could more readily address the challenges they face in retaining and supporting their FSL teachers.

A less prevalent but noteworthy finding reported by principals was the benefit of partnerships. Three principals discussed partnerships with a faculty of education and their school. These partnerships augmented opportunities for recruitment, professional learning and ongoing collaborations. Finally, a fourth principal spoke of partnerships that led to summer exchanges.

Theme #2: Importance of Modelling

Principals 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. Modelling French speaking and learning themselves was identified as a way to demonstrate valuing French as well as to motivate both FSL teachers and students to engage with the language. Several types of modelling were described by principals beyond oral communication. Ensuring that the language is visible throughout the school was emphasized as an effective practice in supporting FSL teachers and French instruction in general. Many spoke of the importance of having French words visible throughout the school through signage and bilingual displays. They explained that such modeling raises the currency of FSL.

Principals emphasized the importance of modelling French language speaking and learning to support FSL instruction beyond the classroom walls. One principal explained:

> Whenever I encounter a student, I will speak to them in French and they know that they will answer to me in French. It gives them an opportunity to be using the language that they're learning in an authentic context, interacting without being prepared or having rehearsed ahead of time.

According to many principals, modelling by speaking French supports FSL teachers and shows high regard for the language. It also allows French language speakers and learners to use their French in new and unrehearsed contexts. Several principals commented on their own efforts, or of administrators they have witnessed, modelling language learning. In focus group discussions, adopting a growth mindset was viewed as an effective strategy that could be employed regardless of a principal's level of proficiency. Principals reported that they strive to create an environment where French speaking is present and valued.

Principals shared that having French visible through the school and across the curriculum affects French language learning and honours the efforts of French teachers. This was reinforced by one principal who said that the lack of visibility was detrimental to the French program: "our French kids don't see anything beyond the four walls of their classroom . . . where any of this applies". Principals shared that making French visible within the school community shows that it is a living language and part of everyday life. They shared their efforts to infuse French in daily announcements, inviting French speakers into the school, and having French visible on school signage. One principal shared: "I also just try and make sure French is on everything that I hand out. Our staff meeting agenda is written in English and French. I can't read the French. I had people help me with the French… I'm honouring both languages within my school". Another principal reflected: "I walked into an FI school as an administrator, and there wasn't any bilingualism, you see the [word] principal there, whereas the name *Directeur*, *Directrice* [Principal], you [don't] see, there's nothing there that would show that French was important at that school".

Modelling may include having guests from the community come into the school to promote French culture as it provides students with more opportunities to engage with the language outside of the classroom. One principal emphasized the importance of such presentations: "if we had a performer come in, I would make sure it was a French performer. If we're watching

something from *Science North*, we make sure we do the French presentation". Another principal spoke about welcoming French monitors to support FSL instruction and make French more present in the school. French monitors are French speaking individuals who provide support to French teachers and the French language learning process. The principal explained:

> They'll take out a small group of maybe some students that are struggling with the French Immersion and go over vocabulary. They may go over cultural things as well. Occasionally they will do a whole class presentation on something in the French culture… so they've been a real asset to our building.

Another principal emphasized the role of holding cultural events at the school, such as improvisation activities, to support language learning and help students see the value of the French language outside of academics.

The value of language visibility beyond the school environment was also stressed as an effective way to support FSL teachers. Principals spoke about supporting teacher-led field trips or initiating school outings to a French cultural activity, such as movies or improv shows. They spoke about grants that enabled them to send students on field trips. The value in providing cultural activities as a way of supporting FSL instruction was emphasized to expand students' interaction with the language. One principal explained:

> One of the challenges we have for kids is that their French language is very academic. They can speak in narrow circumstances. If you ask them how they're doing at school, they can answer it. If you ask them what they did over the weekend, they don't have the vocabulary for that.

Providing students with opportunities to engage within the community is one strategy principals identified for supporting FSL teachers and French instruction. Principals shared that showing FSL teachers that their efforts to enrich the program are valued was an important practice.

Theme #3: Access to Resources and Professional Learning

Principals across all focus group regions emphasized the importance of accessing quality resources to support FSL teachers and FSL instruction. Principals shared their perception that the onus to find relevant and appropriate resources is predominately placed on the FSL teacher. Even where language coordinators and consultants exist, they often cover many schools and are challenged to provide the multitude of resources teachers needed to provide culturally responsive FSL instruction. Currently, teachers get together through their own networking channels to share and modify resources; principals reported only rare examples of resources being shared through formalized channels. Professional learning was an area that was identified as a large opportunity to support FSL teachers in their work. Principals expressed a consistent message that French-focused professional learning enriches FSL instruction and supports FSL teachers. There was a consistent call for more deliberate efforts to provide these opportunities. Principals expressed an interest in more coordinated professional learning efforts, along with funding for release time, to help FSL teachers collaborate, grow their professional skills, and expand their collaborative networks.

Quality, Grade-Appropriate FSL Resources

Principals in the focus groups reported that finding quality, grade appropriate teaching materials in French is a challenge. This finding echoes the survey (see Figures 13, 14, and 15) which showed that resources are considered very important to the principals. In some cases, principals spoke of teachers translating English textbooks to support language learning. Principals spoke of challenges such as French resources being more expensive than English resources. Resources published in Québec often are not at the right grade levels for schools where student proficiency levels are lower than the resources, compounding the problem. To address these challenges, principals spoke of the importance of teachers forming networks to discuss what resources are available. One principal captured the resource challenge that many other principals spoke of:

> It's having the appropriate resources. I think we do have some resources from a particular [source] like Nelson or Pearson, but quite often the vocabulary in that is high. And it's a little bit too much for the students. I find what teachers will tell you the best resource is being able to work together… where we then connect with another French Immersion school that's close by.

To address the difficulty in locating quality French resources, principals continually pointed to the value of informal networks. One principal proposed that finding resources is just the first step, and emphasized the importance of providing both access to the resources and training:

> We do have a lot of resources in our building, but oftentimes staff need to know where they are and maybe they need additional training or supports when it comes to that. We make sure that happens on a regular basis, but one of the things that I've done over my last two schools now is that we will go into classrooms and we'll support our staff.

Principals spoke of the need to support FSL teachers in accessing curricular resources and materials that are inclusive, relevant and culturally responsive. One principal questioned how initiatives to support equity could be supported with professional learning opportunities that target FSL teachers. Principals reported the need to review their curricula and resources to ensure student identities are reflected in the classroom. Such representation is the foundation of culturally relevant pedagogy. Issues such as gender sensitivity, race, and indigeneity were identified by some principals, mostly those who were working in more culturally diverse communities.

Some principals found that sharing resources through informal channels, such as friends and Facebook groups, and modifying them for classroom use was the most common way principals identified that teachers find resources. While pockets of FSL teacher networks exist, principals expressed that there are fewer informal networks amongst CB teachers.

Professional Learning

Principals spoke of the challenges in providing FSL teachers with valuable professional learning opportunities.

- other school board initiatives (e.g., literacy and math) taking priority
- release time issues, both funding for, and access to available supply teachers
- financial pressures including those associated with travel costs to attend professional learning sessions

Principals emphasized the need for additional funding for release time so that FSL teachers could get together and discuss practices across the board and province. This finding was strongly aligned with the survey in which principals mentioned that one of the best things they could do to support their FSL teachers was provide them with time to engage in professional learning, and another frequent response involved more financial support for FSL resources for teachers.

Without funding for French-specific professional learning, principals explained that FSL teachers often felt isolated from the English-focused professional learning that often was not entirely relevant to their area of practice. Where efforts were made by language consultants or coordinators at the district level to deliver FSL specific professional learning, principals emphasized how this targeted professional learning was especially useful in supporting FSL teachers, both in their instruction and in their perception that their role is understood and valued.

In some school districts in Alberta, professional learning funds are self-directed by the teacher and they are able to choose what learning they want to access. While this is an empowering practice, one principal explained how accessing FSL teacher professional learning still remained a challenge in their area:

> In our division, teachers' professional learning funds are self-directed … Good French opportunities require travel and the professional learning funds that teachers have access to don't pay for travel and accommodations as well as the professional development. Where there might be opportunities outside of our region, it's hard for those teachers to access them because they either don't have the resources or they've chosen to allot their professional development resources to something else.

Principals recalled periods over their career when professional learning with a French focus was offered. When reflecting on these moments, principals emphasized how these focused activities brought professionals together for collaboration and professional dialogue. One principal shared their own experience: "When I started off as a French teacher, there were many opportunities for French teachers to meet after school. We were released during school as well. And we shared a lot of resources. We shared a lot of ideas". Given the identified challenges with supporting new FSL teachers who are often placed into classrooms with limited classroom management experience, professional learning was identified as a critical means of addressing this issue.

Theme #4: Importance of Relationships

Principals spoke about developing productive learning relationships in order to support FSL teachers. Principals highlighted that trusting relationships are foundational to their work with all teachers in supporting quality instructional programming, but they emphasized that this is especially important for FSL teachers. Principals frequently expressed that FSL teachers need support adapting to the organizational culture and the workload, which many principals expressed were greater challenges for FSL teachers including isolation and the need for adapting resources. They also observed a compounding challenge for early career (ECT) FSL teachers, observing that ECTs need more support than can be provided by the formal induction program or by one mentor. One principal in Ontario explained the additional challenges the CB teachers face and highlighted the need for coordination to help fill the gap:

> Our Core French programming is probably the most difficult because…it's one person in a building. It's rare that you would have more than one person French qualified for offering Core French programming. Getting those people together is probably one of the areas that the coordinator from the board office works on … otherwise they're not connected to one another as readily.

Across focus group regions, principals expressed a need for targeting additional supports for CB teachers to address the challenges identified by the principal quote above. Participants highlighted that in provinces where French is mandated, CB teachers face challenges in their efforts to deliver French programming.

Some principals addressed this by proactively fostering relationships with CB and FI teachers, in some cases as soon as a teacher candidate has a practicum placement at their school, in the hopes that a positive experience will motivate the individual to seek employment upon graduation. One principal believed that "all teachers really want to feel connected to other educators that are potentially going through the same challenges and having the same successes as they are".

Several types of relationships were described by principals, as listed below:

1. Direct supports that a principal extends to teachers
2. Mentor/Coach: includes formal and informal mentorship programs
3. Collaborative partnerships with other schools or organizations

Principals across provinces spoke of developing a culture of belonging within the school in order to support FSL teachers. Principals in many focus groups spoke of checking in with recently hired FSL teachers and ascertaining where teachers have strong capacity and where they need supports. One principal linked having a sense of belonging as linked with one's motivation to persevere. Another principal observed that teachers having difficulty may be less likely to seek support: "those that are having difficulty tend to draw within and not seek out those kinds of relationships". The amount of support needed by some ECTs is sometimes very high, and is illustrated in the following recollection:

> Last year, we had a French teacher that was here [who] had a very difficult time with French and with classroom management. We mentored her on an ongoing basis. She

ended up resigning from teaching at the end of first semester. She just said she couldn't manage it.

Similar experiences were gleaned from the survey, in which principals responded that FSL teachers were inexperienced with things like classroom management because they were so new to the profession. The lack of mentors was frequently noted as an issue. Principals occasionally shared that they stepped in, "what we do, because we don't have a whole lot of extra support is just reach out to our teachers ourselves and meet with them and see how things are going and get from them, what they need".

Principals shared that not only is it difficult to find FSL teachers, but that it is also difficult to retain them. Some factors were noted across regions, while others were contextual. Many principals perceived that the way teachers feel supported when at work is a factor in retention. Principals discussed strategies to promote retention, which is captured well by the following, "I think we all know it, but relationship-building is huge. In the school itself, and I meet regularly and buy lunch or nowadays just go and get a coffee with the French group."

Consultant/Coaching Support

Many principals spoke of receiving consultant support. Ideally, FSL teachers in schools would have access to what one principal shared was, "a coach or a curriculum lead or a really strong, CB French mentor to be able to guide [them] into a real clear learning conversation". However, across the focus group regions, many principals shared that consultants or coordinators in recent years have seen their portfolios expand significantly, thinning the support time for the coaching of FSL teachers. Some principals proposed that this reinforced the experience of FSL teacher isolation. Compounding this challenge is the reported turnover of consultants, the go-to consultant or coach for FSL is not always known, especially when there has been turnover. Three principals in one focus group shared that they did not know who their consultant was. Another principal in a vast but remote school district shared that, "for her [the consultant] to get around to all of our schools is impossible". Another principal observed that the consultant focused support more in the elementary panel than the secondary one. Finally, several principals noted supports tended to follow current school district initiatives such as literacy and numeracy, because release time is limited to those areas, while one principal was able to access support by classifying FSL support as literacy.

Many principals also demonstrated a commitment to supporting productive working relationships with teachers. These principals were resourceful in using strategies to ensure some level of support is available to FSL teachers. Several principals worked to create a committee structure within the school to support FSL teachers and programs. Another principal noticed that a French group within the new teachers' network discussed resources and management strategies: "we have a beginning teachers' network or have in the past that has been very active … they kind of form a smaller French group within the beginning teachers' group". Yet another principal mentioned a distributed approach where teams including teachers might take on coaching roles, where one teacher took the lead to teach other teachers how to use a specific resource and the instructional coaches gave virtual training: "one of my French teachers takes the lead on this and makes sure that everyone knew how to use the resources. We coordinated with the instructional coaches from the central board to get training. It was all virtual". These strategies illustrate varying connections to school district coaches. Since French

is being taught in the context of a second (or additional) language, the pedagogy alignment with literacy coaches is a good one and allows principals to access this coaching support for their teachers. However, one principal noted that the initiative for taking advantage of coaching must come from the teacher, "our literacy coach or French immersion coaches or FSL coaches are available, and they're willing to come out and support as needed, but again, it's a very self-driven model, right? The teachers need to want to ask for that help."

Focus Groups Summary

Principals who volunteered for the focus groups appreciated the opportunity to share their insights and experiences, noting that more opportunities to connect with one another would be beneficial in supporting their FSL teachers. When asked about the supports they received, principals tended to shift their focus from their own needs to those of the FSL teachers they were supporting. They did however identify some supports in place, such as from consultants, French-based and professional organizations, when available, were perceived to help in particular with instructional coaching, resourcing, and providing extra supports for FSL teachers. It should be noted that access to these supports were not consistently present across the regions. The four most prevalent themes identified in the focus groups are summarized below:

1. **Need for Opportunities for Collaboration** - The most prominent theme that emerged from the focus groups was the need for opportunities for principals to come together to collaborate and discuss FSL-specific-issues within their contexts as well as across school districts. Principals 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** - Principals 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 -** Principals across all focus groups emphasized the importance of accessing quality resources to support FSL teachers and FSL instruction. Additionally, principals 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** - Principals spoke about actively developing productive working relationships in order to support FSL teachers. They spoke of expanding mentoring opportunities and highlighted that relationships are foundational to striving for, running, and maintaining quality FSL programs in their schools.

Summary of Key Findings

Findings from the survey and focus groups have identified challenges and opportunities related to FSL instruction. Innovative practices and strategies that positively influence FSL teacher retention and professional support were also identified. All of these elements will support next steps in facilitating further school administrator engagement to begin the development of a compendium of effective practices and strategies that positively influence FSL teacher retention.

The findings from this research offer some exploratory insight into the role of leadership as it intersects with FSL instruction and the support of FSL teachers, areas which to date, have limited research. From both the principal survey and the focus groups, evidence of ways in which principals engage in supporting FSL teachers surfaced. While 80% of survey participants and 62% of focus group participants work in Ontario, the vast majority of whom work in elementary schools, and more principals working in schools with CB programs vis-à-vis FI programs, there were more similarities than differences when comparing and contrasting the data across the participating regions, and across school divisions. FSL is not a mandatory requirement in all provinces and some participants in the survey as well as the focus groups worked in schools where FSL is optional.

Both data sets reveal what current research has already identified, which is that the availability of FSL teachers is insufficient to meet the demands, and furthermore that FSL teacher retention remains a challenge in running FSL programs.

The survey showed a slightly more optimistic picture about resourcing in schools, yet across both data sets, concerns about the appropriateness of resources was raised by principals, most notably FSL resources that reflect the diversity of the students within the community, and concerns over resource quality and whether they were grade appropriate. Given provincial policy and program differences, this last finding might be predictable since resources are developed with a particular perspective in mind that would not address the needs across all programs, but it doesn't alleviate the challenge.

Another area of challenge pertained to professional learning available to principals as well as teachers. There was substantial variation in the experiences shared by the participants. A common thread is that principals generally believed that FSL teachers as well as themselves need more professional learning opportunities. A number of challenges were presented, from release time, funding shortages, and shortages of FSL supply teachers in order for teachers to access professional learning. Professional learning for principals, while it does exist in some areas, is not uniformly accessible. Principals across all regions reported a desire for collaborative and networking opportunities with other principals in order to further their work with FSL teachers and programs.

Areas that require addressing as reported by principals included low levels of French proficiency with some FSL teachers, reports of FSL teachers feeling isolated, with several contributing factors leading to this, from FSL teachers being few in numbers—in some cases the only FSL teacher in the school, FSL teachers having their assignments split between schools, and lack of program visibility.

Other challenges included access to school district consultants and coordinators, whose roles according to principals have been spread thin, leading to the accessibility issues, as well as

providing supplementary mentoring, where needed, to FSL teachers. On the other hand, principals who did avail themselves of consultant supports reported that these supports were helpful. This was found in both the survey and focus group data.

Numerous opportunities emerged across both data sets. Principals reported working to build French into the culture of the school, utilising various strategies, such as speaking French in school-wide contexts, which is not contingent upon high French fluency on the part of principals to raise the visibility and demonstrate value of FSL programs. Another opportunity involved inviting community guests to speak in French or share aspects of French culture with students.

Focus group participants appreciated the time offered in order to network and discuss opportunities and challenges with one another. Some reported joining the focus groups for this purpose, and many expressed a need for ongoing networking and collaborating with other principals. Finally, with professional organization supports for principals varying from region to region, principals who benefitted from professional principal associations/organizations were quick to acknowledge their appreciation for these, and other principals suggested increased communication about initiatives would help support them in their role.

Part B – Discussion, Connecting Literature Review to Study Findings

Findings from the survey and the focus groups revealed insights into how principals of publicly funded English language schools in Canada support FSL instruction, programming, and FSL teachers. Given that initiative partners OPC and CPCO facilitated communication of the survey, it is not surprising that the majority of responses came from principals in Ontario. However, in analysing the survey and focus group data across the regions where participant uptake occurred, more similarities emerged than differences, and some level of difference was predicted based upon provincial policy and FSL program variation. Many of the findings support or extend conclusions drawn in the existing literature about FSL instruction, programming, and the support needs of FSL teachers, while new understandings from a principals' lens emerged.

The descriptive statistics that were shared from the pan-Canadian survey gave an important cursory look at a variety of components linking the role of school principals with FSL instruction and challenges pertaining to FSL teacher retention. The survey provided an opportunity to aggregate data about the challenges, opportunities, and needs of principals in supporting FSL instruction, programming, and FSL teachers.

In reviewing the top 3 challenges that principals across all regions faced in their effort to support FSL teachers, it is interesting to note that during the focus groups they were able to offer some strategies and practices to mitigate the challenges.

Top 3 challenges (survey)

- Access to sufficient numbers of language proficient FSL teachers
- Sufficient opportunities for professional learning & networking
- Current and sufficient resources

Top 4 focus group themes

- Need for Opportunities for Collaboration
- Importance of Modelling
- Access to Resources & Professional Learning
- Importance of Relationships

The alignment of these findings is noteworthy, and the findings confirm previous studies and reports, while providing important new data about the principal lens. Access to sufficient numbers of FSL teachers has been a longstanding issue and continues to be a challenge (Desjardins, 2019; Jack & Nyman, 2019; Obadia & Martin, 1995).

Principals need opportunities for professional learning and networking. This was listed as the second most prominent challenge in the survey and the most prominent theme in the focus group data. While past studies have concluded that FSL teachers need more ongoing FSL-specific professional learning (Arnott et al., 2015; Carr, 2007), principals also reported that they would benefit from increased professional learning and networking to augment their capacity to support FSL instruction and teachers. Understanding the support needs of school leaders is an area of inquiry that is mostly lacking in current and past studies. Recently, Cloutier (2018) noted insufficient school leadership supports and school district FSL consultants has been occasionally cited over the past 30 years, but these studies are scant. It was clear across the focus group regions that principals would benefit from this collaboration, and the networking and

professional learning would assist school administrators to support FSL instruction and teachers. One of the opportunities mentioned by a few principals regarding forging partnerships between schools and faculties of education echo a finding that has already seen interest with several provincial ministries (Masson, Larson, Desgroseilliers, Carr, & Lapkin, 2019).

The majority of principals indicated that they had not participated in FSL-specific professional learning. When comparing this data with the focus group finding that principals desire more opportunities for collaboration, the top three areas principals reported were: knowledge of effective teaching resources; knowledge of appropriate assessment and evaluation of FSL and knowledge about the use of technology in second language learning. All three areas would enhance principals' capacity to provide instructional leadership for FSL teachers.

In the focus groups, principals expressed widespread interest in professional learning and collaboration. Some principals were motivated to join the focus groups to launch professional collaboration, others mentioned effective practices, such as the partnerships that had been forged between faculties of education and schools, and yet others spoke of the isolation of FSL teachers, the challenges of programming, in particular with dual track CB-FI programs, but also with CB program challenges (see Lapkin et al., 2009), and even to a lesser extent with FI programs. Principals generally reported having multiple challenges supporting FSL teachers, which are well documented in previous studies, listed below:

- Classroom management (Arnett & Mady, 2010; Cooke, 2013)
- The isolation of FSL teachers (Cooke, 2013; Milley & Arnott, 2016)
- Language proficiency of FSL teachers (Cooke, 2013; Pan, 2015)

The contexts and thus school needs were an area of divergence across the focus

groups. Some of this would be expected due to provincial policy and program differences, and even regional differences from one area of a province to another. For instance, principals in urban schools generally reported having more access to relevant resources and supports than principals in remote schools.

At the same time, principals shared a variety of opportunities and effective practices that support FSL teachers, FSL instruction, and the FSL programs in their schools. One effective practice that was viewed as a high-yield strategy was to model French speaking and French visibility, which served to increase the profile of FSL programming. Because modelling was viewed as a way to foster positive school climate, this practice could potentially mitigate the above-listed challenges. Further research focusing on modelling would yield further insights in this area.

Principals in the focus groups anchored much of their support for FSL teachers by fostering trusting relationships. This finding was evident across all focus groups. Principals spoke of ways they work to foster and maintain productive working relationships. Principals supplement this work by increasing mentoring opportunities for FSL teachers and where possible, link teachers with other mentors as needs and opportunities presented themselves.

Section 3 – Implementation

Part A – OPC and CPCO Learning Modules

As described in the background section of this report, in 2020 the Ontario Principals' Council (OPC) and the Catholic Principals' Council | Ontario (CPCO) led a pilot project executed in Phase II and Phase III of the French as a Second Language Ontario Labour Market Partnership (FSL-OLMP). The 5-hour online module *Leading a French Immersion School*, was designed to support school administrators who lead French Immersion (FI) programs in their schools.

The module focused on collaborative knowledge building and knowledge mobilization from a leader's lens in order to understand, as an instructional leader, how to support FSL educators in their professional learning. It included three asynchronous sections of learning to allow participants to work at their own pace, and a synchronous webinar near the end of the module for participants to discuss their learning together. Facilitators supported the learning with additional resources and research, and responded to any questions in both the asynchronous and synchronous portions of the work.

The 2-year pilot under the auspices of the Ontario Labour Market Partnership, received a great deal of interest and engagement from school administrators. Some key themes emerged from participant feedback that underscored the importance of continuing the work:

- 80% of participants felt the most valuable activity during the module was the synchronous session, having the ability to talk directly with fellow school administrators from across Ontario.
- 33% felt learning about new resources that have direct link to the principal role was extremely valuable.
- 22.6% stated they would like to participate in a Part 2 module.

As a result of the pilot project, the initiative, *Supporting Principals to Address Challenges in Retention and Professional Support of French as a Second Language Teachers,* supported the creation of additional modules to include a Part 2 French Immersion module and a module focusing solely on leading a school with Core French programs.

Year 1 Overview

Given that the online format continues to best respond to the current professional learning context of COVID-19, the following key research question guided the work in the first year of this initiative:

- How can OPC/CPCO better support principals to address challenges in retaining and developing FSL teachers?

In support of this query, the summer 2020 module feedback and the facilitators' observations directly informed next steps in the revision of the existing module and the development of new modules as follows:

- Participants felt that the current offering was more than five hours of work, but also asked for more synchronous time with leaders and colleagues, "I would have liked more

opportunity to connect with colleagues more effectively, whether through an additional video conference (teams or zoom), or small groups to respond to posts".

● The opportunity for choice within assignments:
I found scrolling through all the posts sort of cumbersome (some posts were too long for the chosen format) and think maybe a small group may have been better...An alternate task could include to plan a learning conversation with a new French educator at the end of their first year. What questions would you ask? What would be important for you to consider?

● The facilitators found the participation in the 2020 summer module to be very positive:
Throughout the module, participants were very engaged in the learning experience. Participants reflected thoughtfully and were not afraid to ask tough questions of myself and other participants. The resources that were shared were very much appreciated, particularly the Transforming FSL website and the Ontario new teacher handbook. Many important supports exist already in Ontario, it's a matter of making school administrators aware of these valuable resources. There is some recently released research that will be incorporated into the modules, but it has been an excellent experience, and I continue to learn from my colleagues.

Development and Implementation of New Modules

The module development team representing OPC and CPCO and module facilitators met beginning in August 2020 to review feedback from the summer modules and begin planning for the development of the new modules, FI Part 2 and Core French, along with revisions to the existing FI Part 1 module. The development team incorporated current research into the draft content for each module and created the professional learning components for participants.

During the development phase, the module facilitators highlighted some recommended changes to ensure optimum value for participants. The following changes were implemented based on the suggestions:

- The original module was renamed.
- The workload for module participants was reduced.
- Research associated with the modules was updated.
- The modules were offered during the school year for immediate relevance to administrator actions in schools.
- An additional synchronous session was added at the beginning of modules to further engage participants.

Draft modules were vetted through the Supporting Principals' Initiative team at scheduled meetings throughout the early fall of 2020 and revisions were made to the drafts based on feedback provided.

Module development was completed in late October for the new FI Part 2 module and the new Core French module in readiness for sessions to begin in November 2020. The FI Part 2 module was also completed in late October 2020 for implementation in January 2021.

The implementation schedule for the revised and new modules was as follows:

1. *Supporting Principals to Address Challenges in FSL Teacher Retention and Developing the FSL Program - Core French Module* (offered November 9 - December 7, 2020)
2. A revised *Supporting Principals to Address Challenges in FSL teacher Retention and Developing the FSL Program- FI Module Part 1* (offered November 23 - December 31, 2020)
3. *Supporting Principals to Address Challenges in FSL Teacher Retention and Developing the FSL Program - FI Module Part 2* (offered January 12 - February 9, 2021)

When planning for the delivery of the new modules, it was anticipated that the current educational situation due to COVID-19 would impact the number of participants. To ensure that school administrators' well-being remained at the forefront, it was determined that the modules would be offered and would run even with limited numbers to make certain the support was available. When early numbers of registrants were low, it was decided that combining OPC and CPCO participants in one module would be beneficial. This combination was seen as a strength, and through the collaboration of the facilitators, the module was adjusted to accommodate both OPC and CPCO members.

Each session reflected participation for the new modules as follows:

Module	# registered OPC and CPCO	# who completed the module OPC and CPCO
Core French	7	4
French Immersion Part 1	12	7
French Immersion Part 2	28	10

Feedback for the modules was positive, with 100% of reporting participants rating the overall experience as a three or four out of a possible four. Participant comments revealed the following themes:

● Connection with other administrators and sharing of resources remained the most valuable portion of the modules.
● The learning activities that focused on developing plans to work with FSL teachers were well received.
● The addition of a second "Meet and Greet" synchronous session was a positive inclusion. Participants appreciated being able to ask any technical questions they had about the platform during this time, as well as being able to find out more about the entire module up front.
● The lower numbers of participants did impact the depth of discussions and feedback.

Facilitators also appreciated the changes that were made and were very positive about the new modules. They found the updated format of the Part 1 module to be more reflective of a five-hour offering and the options for choice embedded in the module created more opportunities for deeper conversations. They felt that it was beneficial to have both OPC and CPCO members working together in the modules due to the lower enrolment.

Considerations for Next Steps

Overall, participants have expressed deep appreciation as a result of their involvement in the modules as stated by one participant:

> It was professional development for schools that were running French as a second language. And it was done as a collaboration among all administrators … it went for five weeks and it was phenomenal PD, just in regard to sharing best practices across boards in the provinces. And they also provided resources. It really leveraged and changed my mindset in regard to how I even hire.

Throughout this component of the initiative, it has become clear that there remains work to be done. During the modules, facilitators and leads from OPC and CPCO reflected on the following areas of need that may be addressed in Year 2 or 3:

1. **Secondary specific support**: Although the current project is created to be inclusive of both panels, secondary principals might respond well to taking a module that focuses on the secondary lens, with other secondary administrators.
2. **Supporting FSL teachers in the role***:* This continues to be an area that principals have identified. Although the New Teacher Induction Plan (NTIP) in Ontario provides support for teachers new to the profession, other professional support opportunities would be beneficial.
3. **Supporting school administrators in understanding the Common European Framework of Reference (CEFR) and its approaches to learning***:* The CEFR is changing how French is being taught in our schools. As instructional leaders, school administrators continue to benefit from support to increase awareness of this approach to second language learning.
4. **Board specific requests***:* Being able to offer board-specific professional learning to address the challenges in retaining FSL teachers.

In response, the following next steps are suggested:

- Continue to revise and expand module offerings based on evaluation feedback
    - French Immersion Part 1
    - French Immersion Part 2
    - Core French
    - Secondary specific FSL modules for FI and Core
- Develop a responsive process to allow for differentiation to deliver board-specific modules.
- Create a webinar series - It is hoped that a webinar series, as part of the module resources, but open to everyone, would enhance the interest and engagement of principals. Suggestions for the webinar series include:

- ○ Guest panel of FI school administrators
- ○ Specific topics with speakers - *Supporting FSL teachers in the role*
- ○ Understanding the CEFR and its approaches to learning
- ○ Orientation for newly appointed administrators to FI schools

In addition to the next steps listed above, a process was created to measure the impact of the learning modules on principals' capacity to retain and support FSL teachers.

An instrument to capture participants' pre- and post-module reflections is in place and has been utilized for all modules offered to date. Prompts in five key areas are provided for principals to reflect upon aspects of personal practice as it pertains to supporting FSL programs in their school. The inventory covers five themes:

- school culture
- inclusionary practices
- instructional leadership in FSL
- retaining FSL teachers
- resources

Pre- and post-reflection data is available for review at this time; however, principals need an opportunity to put actions in place based on their learning in the modules. Before impact can be fully measured there needs to be time for module participants to implement and apply their learning. A plan has been developed with OPC and CPCO leads and the module facilitators along with the Supporting Principals' Initiative Team to capture feedback through an iterative completion process of the post-reflection tool. Participants who have completed the modules will repeat the post-reflection tool after a sufficient amount of time for principals to apply their learning in order that impact can be properly assessed.

Implementation Summary

The expansion of OPC and CPCO modules is responsive to the needs of school administrators in their leadership of FSL programs. The offering of these modules helps to further the goal of how OPC and CPCO can better support principals to address challenges in retaining and developing FSL teachers. Further, the feedback from participants allows for modification of the content of the modules to ensure that support is relevant and current to the needs of school administrators.

Part B – Pilot Projects

Research findings from the pan-Canadian survey and focus groups led to the call for proposals for pilot projects to allow for further understanding and exploration of strategies and practices identified through the component one research.

In mid-February 2021, a letter and proposal template outlining pilot project opportunities was sent out to the professional organizations and associations in the education sector that assisted with the pan-Canadian survey communication, with the request that the information be shared with their members.

Selection criteria for the pilot projects included:

- chosen leadership strategy that is supported by existing and emerging research in the area of professional learning of FSL school administrators in the support and retention of FSL teachers
- 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
- detailed project plan with clear timelines and specific goals

In total, 12 pilot projects were received from school boards and professional learning associations in 3 provinces and 1 territory. Five projects were approved.

The following pilot projects were approved:

School Board/Organization	Title and Description of Project	Project Goals
School District #43 Coquitlam British Columbia Metro Vancouver Region	**French Immersion Principals: Student Support and Inclusive Practices** Supporting principals through networking in their work with FI teachers to develop common practices and processes and to provide professional learning support.	i. Enable school teams to use tiered interventions. ii. Develop common practice and process in all FI schools in SD43. iii. Provide professional development opportunities. iv. Consistent FI staff support.
Durham Catholic District School Board Ontario East Region	**Leading and Learning: Supporting Principals in the Development of Effective FSL Programs** Using the OPC/CPCO online learning modules, administrators will engage in learning in order to build capacity in the support and retention of FSL teachers.	i. Provide both elementary and secondary FI administrators the opportunity to explore best practices in leading FSL programs and to address those issues relating to the retention of FSL educators in a collaborative model. ii. Support school leaders in establishing strong and effective approaches to these issues and how to best implement these practices at the school level.
Eastern Ontario Staff Development Network 12 District School Boards in Eastern Ontario	**Principal/Vice-Principal Network to Enhance Support for FSL Educators: Français a Cœur - Centre d'Excellence** Addressing the need for school administrators to deepen their understanding of the conditions	i. To support the important role of school administrators in understanding the conditions necessary for FSL educators to thrive. ii. To offer the OPC/CPCO on-line FSL learning modules to principals and

	that support a positive FSL culture in their schools through professional learning and networking opportunities.	facilitate a collaborative network for ongoing FSL professional dialogue. iii. Include a connection to the Français a Cœur - Centre d'Excellence Lead/Champion Educators.
Holy Spirit Catholic School Division Lethbridge Alberta	**Restons à l'affût! Tuning into FSL** Professional learning, aligned with provincial FSL priorities, for principals to build capacity to support FSL teachers and programs.	i. To create a number of professional learning and networking opportunities designed to equip school principals with the knowledge and skills necessary to better support FSL teachers in their efforts to retain and support students in the school division. ii. To offer principals a chance to collaborate with administrative peers to enable them to support their FSL staff as they breathe new life into FSL programming. iii. To create user-friendly supports to inform school principals about the latest second language research and also to promote the FSL program to stakeholders in the community.
Huron-Perth Catholic District School Board St. Clair Catholic District School Board Windsor-Essex Catholic District School Board Ontario West Region	**Supporting FSL Principals through Collaborative Networks** Collaboration across three school districts to build capacity through professional learning on FSL initiatives through a speaker series and networking on supports to increase FSL teacher retention	i. To create collaborative networks with other principals within three school districts to seek ideas on how to navigate FSL retention challenges. ii. To provide professional development for elementary school FI administration in the area of instructional leadership, supporting effective FI environments and FI early reading interventions.
Yellowknife Catholic Schools	**Strengthening Our FSL Team** Providing principals with opportunities to collaborate with colleagues within Canada to pose questions and share ideas to ensure that principals have tools and resources for assisting FSL teachers in professional development.	i. Improve teamwork and improved communication between principals and FSL teachers. ii. Through the development of collaborative networks enable the sharing of ideas with school administrators inside and outside of the school board. iii. Improve the participation of FSL teachers engaging in professional development.

Section 4 – Considerations for Next Steps

The research in this initiative identified the challenges and opportunities linked to implementing quality, sustainable FSL programs as well as a range of strategies and practices that school principals can utilize in support of FSL teachers and programs in their schools. Pilot projects have been established to further explore the efficacy of these strategies and practices.

Findings from Year 1 of the initiative suggest that principals want more opportunities to network and dialogue with each other about supporting quality FSL programs. The team in conjunction with associations/organizations that support principals will begin to establish communities of practice within school boards, provinces and inter-provincially to build networks of collegial support.

In addition, the initiative team will continue to facilitate dialogue with principals across Canada to gather additional input to create a draft compendium of strategies and practices to support principals in their efforts to retain and provide professional support for FSL teachers. In the latter half of Year 2 a staged roll out of the draft compendium across Canada (based on principal's common interests, local contexts, FSL program variation) will begin. Ongoing feedback will be incorporated into the draft compendium along with any additional strategies and practices that are identified in the process.

The FSL learning modules outlined in this report will continue to be offered in Ontario and expanded and adapted as required through a pilot project approach in other provinces. The research has suggested a need for the development of a targeted module for secondary school leaders and this will be developed, delivered and revised based on feedback. Additionally, the development of school-board specific professional learning opportunities, including an online module approach, to support principals leading FSL programs will be explored. A webinar series is being considered along with the development of an orientation program for newly appointed principals to single and dual-track FI schools. The team will continue to measure impact over time of the modules in Ontario and begin the same process for other provinces.

Year 1 pilot projects will be completed during 2021 with an interim summary report submitted by June 30, 2021 and a final report due by December 31, 2021. Projects will be monitored by the Supporting Principals' Initiative Team and results of the projects will be shared in the Year 2 report of this initiative. Pilot projects will be assessed and expanded as appropriate.

The importance of continuing the dialogue with school administrators is recognized as a key next step in both the development of the compendium of support strategies and practices and in gathering feedback from school leaders regarding the retention and professional support of FSL teachers. In addition, maintaining the offering of FSL learning modules for school administrators and exploring the development of new modules will ensure that support is targeted and meets the needs of participants. The feedback and information collected from the pilot projects will enhance these efforts.

Glossary

ACPI - Association Canadienne des Professionnels de L'Immersion

ACTFL - American Council on the Teaching of Foreign Languages

AF - Alliance Française

AMDI - Association Manitobaine des Directrices et Directeurs des Écoles D'immersion Française

BCATML - British Columbia Association of Teachers of Modern Languages

CASLT – Canadian Association of Second Language Teachers

CEFR – Common European Framework of Reference

CI – Collaborative Inquiry - a process in which participants come together to examine their own educational practice systematically and carefully using techniques of research

CB - Core/Basic – refers to an FSL program, depending on the province called Core FSL or Basic FSL involves a certain number of hours of instruction per week. The terms are used interchangeably in the report.

CPCO – Catholic Principals' Council | Ontario

CPF – Canadian Parents for French

DELF – Diplôme d'Études en Langue Française, or Advanced Diploma in French   Language

District – area covered by a school board; interchangeable with Division and Jurisdiction

DREF - Direction des Ressources Éducatives Françaises

Dual Track French Immersion – a program within a school that also offers English language programming

ECT(s) – Early career teacher(s)

EFM - Éducatrices et éducateurs francophones du Manitoba

ETFO – Elementary Teachers' Federation of Ontario

FI – French immersion (French is the language of instruction for 50-100% of the time, depending upon the grade)

FSL – French as a Second Language – includes Core/Basic and French Immersion

K-12 – Kindergarten through Grade 12

NTIP – New Teacher Induction Program (Ontario)

OMLTA - Ontario Modern Language Teachers' Association

OPSBA – Ontario Public School Boards Association

OPC – Ontario Principals' Council

SFM - Société de la Francophonie Manitobaine

Single Track French Immersion – a program within a school where the language of instruction, 50 to 100% of the time, is French

TFO - Télévision française de l'Ontario

References

Alliance for Excellent Education. (2007). *Tapping the potential: Retaining and developing high-quality new teachers.* Washington, D.C.: Author. Retrieved from https://mk0all4edorgjxiy8xf9.kinstacdn.com/wp-content/uploads/2007/07/TappingThePotential.pdf

Amanchukwu, R., Stanley, G., & Ololube, N. (2015). A Review of Leadership Theories, Principles and Styles and their Relevance to Educational Management. *Management 5*(1), 6-14.

Arnott, S. (2019). Giving Voice to our Core French Students: implications for attrition and the discourse on the benefits of learning FSL in Ontario. *McGill Journal of Education 54*(3), 519-541.

Arnott, S., & Vignola, M. J. (2018). The Common European Framework of Reference (CEFR) in French immersion teacher education – a focus on the language portfolio. *Journal of Immersion and Content-Based Language Education 6*(2), 321-345.

Arnott, S., Hart, D., Lapkin, S., Mady, C., Vandergrift, L., & Masson, M. (2015). *French as a Second Language in Canada: Potential for Collaboration*. Council of Ministers of Education, Canada.

Bayliss, D. & Vignola, M.J. (2007). Training Non-native Second Language Teachers: The Case of Anglophone FSL Teacher Candidates. *The Canadian Modern Language Review, 63*(3), 371–398.

Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: an overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education, 39*(2), 175-189.

Bickmore, S.T., & Bickmore, D.L. (2010). Revealing the principal's role in the induction process: Novice teachers telling their stories. *Journal of School Leadership, 20*(4), 445-469.

Bolden, B., Christou, T., DeLuca, C., Klinger, D., Kutsyuruba, B., Pyper, J., Shulha, L., & Wade-Woolley, L. (2014). *Professional learning cultures: An evaluation of collaborative inquiry in Ontario elementary schools*. Retrieved from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.738.3977&rep=rep1&type=pdf .

Bukor, E. (2011). *Exploring teacher identity: Teachers' transformative experiences of re-constructing and re-connecting personal and professional selves.* [Doctoral Dissertation]. OISE University of Toronto, Toronto, ON.

Burke, P.F., Aubusson, P.J., Schuck, S.R., Buchanan, J.D., & Prescott, A.E. (2015). How do early career teachers value different types of support? A scale-adjusted latent class choice model. *Teaching and Teacher Education, 47*, 241-253.

Bush T, Abdul Hamid S, Ng A and Kaparou M. (2018). School leadership theories and the Malaysia education blueprint: findings from a systematic literature review. *International Journal of Educational Management, 32*(7): 1245–1265.

Canadian Parents for French (2008). *French second language in Ontario: Report and recommendations to the Ontario Minister of Education*.

Canadian Parents for French. (2019*). The State of French Second Language Education in Canada 2019*

Carr, W. (2007). Teaching core French in British Columbia: Teachers' perspectives. *Vancouver, BC: British Columbia Association of Teachers of Modern Languages*.

Chambless, K. (2012). Teachers' Oral Proficiency in the Target Language: Research on Its Role in Language Teaching and Learning. *Foreign Language Annals, 45*(1), 141-162.

Cloutier, A. (2018). *Exploring how Ontario school administrators' FSL background knowledge and experience influence their support of FSL teachers.* [Unpublished Master's Thesis], University of Ottawa.

Cooke, S. (2013). *The self-efficacy beliefs of novice elementary French as a second language teachers.* [Unpublished Master's thesis]. University of Western Ontario.

Cooke, S., & Faez, F. (2018). Self-efficacy beliefs of novice French as a second language teachers: A case study of Ontario teachers. *The Canadian Journal of Applied Linguistics, 21*(2), 1-18.

Cooke, S., & Faez, F. (2018). Self-efficacy beliefs of novice French as a second language teachers: A case study of Ontario teachers. *The Canadian Journal of Applied Linguistics, 21*(2), 1-18.

Creswell, J. W. (2014). *A concise introduction to mixed methods research.* Thousand Oaks, CA: SAGE.

Darling-Hammond, L. & Richardson, N. (2009) Research review/teacher learning: What matters? *Educational Leadership 66*(5): 46–53.

Day, E., & Shapson, S. (1996). French Immersion Teachers' Preparation and Their Professional Development Needs. *Canadian Modern Language Review 52*(2), 248-270.

Fantilli, R. D., & McDougall, D. E. (2009). A study of novice teachers: Challenges and supports in the first years. *Teaching and Teacher Education, 25*(6), 814–825.

Flewelling, J. (1995). Addressing the challenge for FSL teachers: How to maintain and improve language, pedagogical skills and cultural knowledge. *The Canadian Modern Language Review, 52*(1), 22–22.

Fusarelli, L.D., Kowalski, T.J., & Petersen, G.J. (2011). Distributive leadership, civic engagement, and deliberative democracy as vehicles for school improvement. *Leadership and Policy in Schools, 10*(1), 43-62.

Granger, C. (2013). "Why do they hate learning French?" Thoughts on shifting subjectivities and psychical resistances in the language classroom. In M. O'Loughlin (Ed.), *The uses of psychoanalysis in working with children's emotional lives* (pp. 265-284). Lanham, MD: Rowman & Littlefield.

Hallinger P and Liu S (2016) Leadership and teacher learning in urban and rural schools in China: meeting the dual challenges of equity and effectiveness. *International Journal of Educational Development 51*, 163–173.

Hallinger, P., Piyaman, P., & Viseshsiri, P. (2017). Assessing the effects of learning-centered leadership on teacher professional learning in Thailand. *Teaching and Teacher Education 67*, 464–476.

Hayday, M. (2015). *So They Want Us to Learn French: Promoting and Opposing Bilingualism in English-speaking Canada.* Vancouver: University of British Columbia Press.

Hobson, A. J., Ashby, P., Malderez, A., & Tomlinson, P. D. (2009). Mentoring beginning teachers: What we know and what we don't. *Teaching and Teacher Education, 25*, 207–216.

Houchens, G. W., & Keedy, J. L. (2009). Theories of practice: Understanding the practice of educational leadership. *Journal of Thought 44*, 49-61.

Ingersoll, R. M., & Strong, M. (2011). The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research. *Review of Educational Research, 81*(2), 201-233.

Jack, D., & Nyman, J. (2019). Meeting labour market needs for French as a second language instruction in Ontario. *American Journal of Educational Research, 7*(7), 428-438.

Jean, G., & Simard, D. (2011) Grammar Teaching and Learning in L2: Necessary, but Boring? *Foreign Language Annals, 44*(3), 467-494.

Kapadia, K., Coca, V., & Easton, J. (2007). *Keeping new teachers: A first look at the influences of induction in the Chicago public schools*. Consortium on School Research, University of Chicago.

Karsenti, T., Collin, S., Villeneuve, S., Dumouchel, G., & Roy, N. (2008). *Why are new French immersion and French as a second language teachers leaving the profession? Results of a Canada-wide survey*. Ottawa, ON: Canadian Association of Immersion Teachers.

Katz, S., Earl, L., Ben Jaafar, S., Elgie, S., Foster, L., Halbert, J. & Kaser, L. (2008). Learning Networks of Schools: The key enablers of successful knowledge communities. *McGill Journal of Education / Revue des sciences de l'éducation de McGill, 43*(2), 111–137.

Kirsch, R. (2007). L'abandon volontaire de la carrière chez des enseignants débutants du primaire et du secondaire au Québec (Unpublished master's thesis). Université de Montréal, Montreal, QC, Canada.

Kissau, S. (2005). The depreciated status of FSL instruction in Canada. *Canadian Journal of Educational Administration and Policy, 44*, 1-21.

Kitchenham, A., & Chasteauneuf, C. (2010). Teacher Supply and Demand: Issues in northern Canada. *Canadian Journal of Education, 33*(4), 869-896.

Kutsyuruba, B., & Walker, K.D. (2020). The role of school administrators in the induction and mentoring of early career teachers. In *Oxford Research Encyclopedia of Education*.

Kutsyuruba, B., Walker, K. D., Matheson, I., & Bosica, J. J. (2020). Understanding the early career teachers' needs: Findings from the pan-Canadian survey. *Teacher Learning and Professional Development, 5*(1), 15-36.

Kutsyuruba, B., Walker, K., Makhamreh, M. A., & Stroud Stasel, R. (2018). Attrition, retention, and development of early career teachers: Pan-Canadian narratives. *In Education, 24(1)*, 43-71.

Lapkin, S., MacFarlane, A., & Vandergrift, L. (2006). *Teaching French in Canada: FSL teachers' perspectives*. Ottawa, ON: Canadian Teachers' Federation.

Leithwood K., Louis K.S., Anderson, S. & Wahlstrom, K. (2004). *Learning from Leadership: A Review of the Literature*. Minneapolis: University of Minnesota, Center for Applied Research and Educational Improvement.

Letouzé, S. (2004). *L'école en milieu minoritaire: Le personnel enseignant face au défi de l'enseignement en milieu minoritaire*. Ottawa: Centre interdisciplinaire de recherches sur la citoyenneté et les minorités.

Liu, S., Hallinger, P., & Feng, D. (2016). Supporting the professional learning of teachers in China: does principal leadership make a difference? *Teaching and Teacher Education 59*, 79–91.

Lochmiller, C. R., & Acker-Hocevar, M. (2016). Making sense of principal leadership in content areas: The case of secondary math and science instruction. *Leadership and Policy in Schools 15*(3), 273–296.

MacNeil, A., Prater, D., & Busch, S. (2009). The effects of school culture and climate on student achievement. *International Journal of Leadership in Education 21*(1), 73-84.

Marshall, P. (2002). *Community attitudes toward language learning: Implications and impact on the core French classroom* (Unpublished research paper). Ontario Institute for Studies in Education of the University of Toronto, Toronto, ON.

Mehdinezhad, V., & Mansouri, M. (2016). School Principals' Leadership Behaviours and its Relation with Teachers' Sense of Self-Efficacy. *International Journal of Instruction 9*(2), 51-60.

Milley, P., & Arnott, S. (2016). The nature of principals' work and leadership in French as a second language learning in Ontario schools. *Canadian Journal of Education, 39*(1), 1-26.

Ministère de l'Éducation, N.-B. (2015). *Trousse du passeur culturel*.

Mison, S. & Jang, I. (2011). Canadian FSL teachers' assessment practices and needs: Implications for the adoption of the CEFR in a Canadian context. *Synergies Europe, 6*, 99–108.

Obadia, A. (1989). La crise est arrivée: la croissance des programmes de français langue seconde et ses répercussions sur la qualité et le nombre des enseignants. *Canadian Modern Language Review, 45*(3), 435 -444.

Obadia, A. A., & Martin, M. (1995). FI teacher shortage: Seeing the light at the end of the tunnel. *The Canadian Modern Language Review, 52*, 81-100.

OPSBA (2021) Recruitment Guide for English-Language School Boards

Pan, H-L, & Chen, W-Y. (2020). How principal leadership facilitates teacher learning through teacher leadership: Determining the critical path. *Educational Management, Administration & Leadership 1*(7), 1-17.

Piccardo, E. (2013). (Re) conceptualiser l'enseignement d'une langue seconde à l'aide d'outils d'évaluations : comment les enseignants canadiens perçoivent le CECR. *Canadian Modern Language Review, 69*(4), 386–414.

Printy, S.M. (2008). Leadership for teacher learning: a community of practice perspective. *Educational Administration Quarterly 44*(2), 187–226.

Printy, S.M., & Marks, H.M. (2006). Shared leadership for teacher and student learning. *Theory into Practice 45*(2): 125–132.

Sullivan, J. H. (2011). Taking charge: Teacher candidates' preparation for the oral proficiency interview. *Foreign Language Annals, 44*, 241–257.

Swain, M. (1996). Integrating language and content in immersion classrooms: Research perspectives. *Canadian Modern Language Review, 52*(4), 529–548.

Swanson, P. (2012). Second/Foreign Language Teacher Efficacy and its Relationship to Professional Attrition. *Canadian Modern Language Review 68*(1), 78-101.

Tschannen-Moran, M., & McMaster, P. (2009). Sources of self-efficacy: Four professional development formats and their relationship to self-efficacy and implementation of a new teaching strategy. *The Elementary School Journal, 110*(2), 228-248.

Veilleux, I. & Bournot-Trites, M. (2005). Standards for the Language Competence of French Immersion Teachers: Is There a Danger of Erosion? *Canadian Journal of Education 28*(3), 487-507.

Walker, Keith, Kutsyuruba, B., Al Makhamreh, M., & Stroud Stasel, R. (2017). Exploring the experiences and perceptions of the Canadian new teachers. In B. Kutsyuruba, K. D. Walker, & M. Tschannen-Moran (Eds.), *The bliss and blisters of early career teaching: A pan-Canadian perspective* (pp. 103-133). Burlington, ON: Word & Deed.

Wernicke, M., (2020). Orientations to French Language Varieties among Western Canadian French-as-a-second language Teachers. *Critical Multilingualism Studies, 8*(1), 165–190.

Wong, H. K. (2004). Induction programs that keep new teachers teaching and improving. *NASSP Bulletin, 88*(638), 41-58.

Woolfolk, A. E., Rosoff, B., & Hoy, W. K. (1990). Teachers' sense of efficacy and their beliefs about managing students. *Teaching and Teacher Education, 6*(2).

Appendix A – Initiative Team Members and Collaborators

***FSL Teacher Recruitment Guide for English-Language School Boards* Initiative**	Project Manager: Debra Krutila* Project Lead: Wayne Joudrie* Project Researcher: Dr. Heather Braund* Writing Team: Debra McFadden, Andre Labrie, Claudia Parker and Gary Strother
***French-Language Proficiency Assessment Toolkit and Resource Guide* Initiative**	Project Manager: Dr. David Jack* Project Lead: Dr. Stefan Merchant* Project Researcher: Dr. Laura Hermans-Nymark* Research Assistant: Dr. Ayman Massouti
***Supporting Principals to Address Challenges in Retention and Professional Support of FSL Teachers* Initiative**	Project Manager: Judith Nyman* Project Lead: Brenda Blancher* 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

*indicates members of the Initiative Coordinating Team
 Note: OPSBA contact Judith Nyman, Director of Program Policy jnyman@opsba.org

Appendix B – Pan-Canadian Survey

Supporting School Principals to Address Challenges in Retaining FSL Teachers

Survey for Principals of FSL programs

Dear Principal,

Thank you for your interest in participating in this survey, which is part of the Ontario Public School Boards' Association (OPSBA) research project entitled *Supporting School Principals to Address Challenges in Retaining FSL Teachers.*

Per the information and consent form that we distributed, this survey is voluntary, and anonymous. The survey should take you approximately 10 minutes to complete. Your decision to complete and submit this survey will be interpreted as an indication of your consent to participate. Once you have completed the survey, you will have an opportunity to save this survey and your responses to a PDF. Remember to please click Submit at the end of the survey.

We also recognize that educational terminology varies across Canada. In this survey, we use the term **FSL** to refer generally to all French as a Second Language programs, including both Core/Basic French programs and French Immersion programs. When specifying one program category or another, we shall refer to **FI** for all French Immersion programs where instruction in French is 50% or more of the school day, and **Core/Basic** programs where some or all students receive French instruction for less than 25% of the day.

Q2 Demographic Information

Q3 What province/territory do you work in?

○ Alberta

○ British Columbia

○ Manitoba

○ New Brunswick

○ Newfoundland and Labrador

○ Nova Scotia

○ Ontario

○ Prince Edward Island

○ Québec

○ Saskatchewan

○ Northwest Territories

○ Yukon

Q4 Please describe your school by choosing one of the options below.

○ Elementary Public/Non-Catholic School

○ Elementary Catholic School

○ Secondary Public/Non-Catholic School

○ Secondary Catholic School

○ Other (please clarify in text box below)

_____

Q5 Identify your French oral language proficiency below.

○ I do not speak French.

○ Can understand the main points of clear standard speech on familiar subjects. Can manage in most situations that come up when travelling in a region where the language is spoken.

○ Can communicate with a degree of spontaneity and fluency during a conversation with a native speaker, in a way that is comfortable for everyone. Can speak in a clear, detailed way on a number of subjects.

○ Can express myself freely and fluidly, without obviously fumbling for words. Can use the language effectively and fluently in a social, professional or academic context. Can speak in a clear, organised way about complex subjects, develop a well-structured argument.

○ Can express myself precisely in a spontaneous, fluent way, conveying the finer shades of meaning precisely.

○ French is my first language; I am a native user of French.

Q6 What is the K - 12 student population of your school board?

◯ Under 10,000

◯ 10,001 to 20,000

◯ 20,001 to 40,000

◯ 40,001 to 60,000

◯ More than 60,000

Q7 Are you primarily responsible for hiring FSL teachers for your school?

◯ Yes

◯ No

Q8 Your Working Context

Q9 From the options below, describe the school you work in.

◯ Single Track French Immersion - all students enrolled in French instruction for 50% or more of the day

◯ Core/Basic French - some or all students receive French instruction for less than 25% of the day

◯ Dual Track - some students are enrolled in French Immersion (French instruction for 50% or more of the day) while others receive French instruction for less than 25% of the day

◯ No students in my school receive instruction in French

◯ Other - please describe _____

Q10 What is the approximate proportion of your school population (in %) receiving Core/Basic instruction?

_____

Q11 What is the approximate proportion of your school population (in %) receiving

○ French Immersion _____

○ Core/Basic instruction _____

Q12 How many years of Core/Basic French instruction are required (mandatory) by students in your board?

○ 0

○ 1

○ 2

○ 3

○ 4

○ 5

○ 6

○ 7

○ 8

○ 9

○ 10

○ 11

○ 12

Q13 My school is resourced with FSL materials that are current.

○ Strongly Agree

○ Somewhat Agree

○ Neither Agree nor Disagree

○ Somewhat Disagree

○ Strongly Disagree

Q14 My school is resourced with FSL materials that are reflective of the diversity of the students within the school community.

○ Strongly Agree

○ Somewhat Agree

○ Neither Agree nor Disagree

○ Somewhat Disagree

○ Strongly Disagree

Q15 I am able to draw upon community-based supports and/or resources in order to support the FSL teachers in my school.

○ Strongly Agree

○ Somewhat Agree

○ Neither Agree nor Disagree

○ Somewhat Disagree

○ Strongly Disagree

Q16 Based on your response to the previous question, please provide examples of community-based supports and/or resources that you draw upon:

Q17 Support for You as a School Leader

Q18 I am able to draw upon resources/guidance from professional associations that I belong to in order to support teachers of FSL programs.

○ Strongly Agree

○ Somewhat Agree

○ Neither Agree nor Disagree

○ Somewhat Disagree

○ Strongly Disagree

Q19 Based on your response to the previous question, please indicate which association(s) you draw upon for resources:

Q20 In my district, school administrators participate in professional learning about FSL, such as the Common European Framework for Reference (CEFR), and Ministry of Education priorities for FSL.

○ Strongly Agree

○ Somewhat Agree

○ Neither Agree nor Disagree

○ Somewhat Disagree

○ Strongly Disagree

Q21 As a school administrator I have participated in professional learning on the provincial FSL curriculum in order to support my role as an instructional leader.

○ Strongly Agree

○ Somewhat Agree

○ Neither Agree nor Disagree

○ Somewhat Disagree

○ Strongly Disagree

Q22 As appropriate, select 3 statements that best represent the supports I've received from a consultant/coach with FSL responsibilities in my district. No more than 3 responses can be selected.

☐ There is no consultant/coach to support FSL programming in my district

☐ Providing professional learning for me about the FSL curriculum

☐ Providing support for me to lead professional learning for my FSL teachers

☐ Providing mentorship for me

☐ Helping to connect teachers with FSL mentors outside of induction programs

☐ Providing advice for purchasing appropriate teaching resources

☐ Providing supplementary funds for purchasing appropriate teaching resources

☐ How to effectively communicate with parents/guardians of FSL students

☐ Providing release time for FSL teachers' professional learning

☐ Access to a range of professional learning opportunities for FSL teachers

☐ Providing support with teacher performance evaluations

☐ Other - please elaborate _____

Q23 To what degree have the FSL "supports", identified above, been helpful in further supporting FSL teachers and programs in your school?

○ Extremely Helpful

○ Somewhat Helpful

○ Neither Helpful nor Unhelpful

○ Somewhat Unhelpful

○ Extremely Unhelpful

Q30 How could the support be improved to assist you in your role?

Q24 What additional supports would most enhance your ability to support FSL programs? No more than 3 responses can be selected.

☐ Knowledge of effective teaching resources

☐ Knowledge about appropriate assessment & evaluation of FSL

☐ Greater access to FSL consultative support from the district

☐ Knowledge about use of technology in second language learning

☐ Access to colleague mentoring

☐ Opportunities for professional dialogue with principal colleagues who also support FSL programs

☐ How to effectively communicate with parents/guardians of FSL students

☐ Ideas on how to create staffing scenarios that increase collaboration

☐ Other _____

25 What practices do you employ as a principal that demonstrate your support of FSL programming in your school? No more than 3 responses can be selected.

☐ Visual display at school entry includes features of the FSL program(s)

☐ Including FSL program information on the school website

☐ Using the French language during the school day/year to build French into the culture of the school

☐ School budget dedicated for FSL resources and activities

☐ FSL teachers are given an opportunity to articulate their vision of FSL programming as part of the overall school improvement plan

☐ Encouraging FSL teachers to engage in school-wide leadership opportunities

☐ Scheduling time to actively engage in conversations with my FSL teachers about their needs

☐ Timetabling/organizing collaborative time for FSL teachers

☐ Other _____

Q26 Of the options below, please identify up to three (3) challenges that you face in supporting FSL teachers in their work:

☐ Current and sufficient resources

☐ My own knowledge and experience in FSL

☐ Access to sufficient numbers of language proficient FSL teachers

☐ Perceptions of FSL programs compared to other curriculum areas

☐ Effective inclusion of ESL and students with special education needs in FSL programs

☐ Sufficient opportunities for professional learning and networking

☐ My French language proficiency

Q27 Please list any additional related challenges not mentioned in the previous question.

Q28 Is there anything else you would like to tell us regarding your role in FSL teacher retention?

Q29 Would you be willing to participate in a focus group of approximately 1 hour, likely in November, involving principals of FSL programs? If so, please provide us with an email in the text box below.

In either case, please click the Submit button after responding to the below question. Results from this survey will be published next spring.

Email address:

_____

Appendix C – Focus Group Questions

1. How are you supported in your work with FSL teachers and programs in your school?

2. Please share a practice you have found to be effective in supporting FSL teachers in your school. [additional prompt for each practice mentioned] What resources/funding did you use? [additional prompt] What else are you thinking about to support FSL teachers? [additional prompt] What do you need in order to accomplish this?

3. The survey results indicated a significant challenge for principals to create opportunities for professional learning and networking for FSL teachers. Can you tell us more about this challenge and what you require in order to mitigate it?

4. How can professional associations and school boards further support you in your work as a principal with FSL teachers?

5. As this focus group comes to a close, is there anything else that you would like to add regarding your leadership challenges or opportunities affecting FSL teacher retention?

Appendix D – Pre-and Post-Reflection FI School Administrators

---

Reflections for School Administrators leading French Immersion Schools

---

The following "Reflections for School Administrators leading French Immersion Schools" inventory has a twofold purpose. First, it encourages you to reflect upon aspects of your professional practice as it pertains to supporting the French Immersion program in your school. As such, you can record your responses and then revisit them toward the end of this module. Second, since this inventory is accessed through a survey, your anonymized responses will provide developers of leadership tools (such as this module) and researchers access to information that will be useful in examining how to further support French Immersion schools. This survey has been designed to prevent any linkages between your identity and your responses. The tool developers & researchers who view these results will not be able to identify you. You will be prompted to answer some optional demographic questions after completing this inventory.

The inventory covers five themes:1) School culture (7 prompts); 2) Inclusionary practices (6 prompts); 3) Instructional leadership in FSL programs (8 prompts); 4) Retaining FSL teachers (8 prompts); 5) Resources (3 prompts). For each prompt, reflect upon where you are in relationship to your work context, then situate your response on a continuum between "Awareness" ranging to "Full Implementation". When you are finished, you will have the option to save a PDF file for your records.

By proceeding with this inventory, you agree to let the researcher utilize your anonymized answers to learn more about supporting and retaining FSL teachers. If you do not want to participate in this research project, please contact your instructor for a Word version of the inventory.

School Culture (7 questions)

Q1 As a school administrator I model the value of language learning throughout the school and promote plurilingualism.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q2 French language learning is visible in the school's daily routines and procedures.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q3 Staff and students can articulate the vision for the French Immersion (FI) program at my school.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q4 The French Immersion program is promoted in the community.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q5 French is the language of communication with students both inside and outside the classroom.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q6 Educators and students are encouraged to take risks in using the French language. Mistakes are viewed as learning opportunities.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q7 I cultivate supportive relationships with the French Immersion teachers in my school.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Inclusionary Practices (6 questions)

Q8 All students are welcomed and respected in the French Immersion program.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q9 Different modes of instruction and assessment are used to maximize student success in the French Immersion program.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q10 The school website articulates the vision that "All students are welcome in the French Immersion Program".

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q11 Parents of English Language Learners can access information about French Immersion programs.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q12 Decisions regarding programming for students with special education needs and English language learners are made on an individual basis.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q13 I ensure that equity, inclusion, and anti-racism training is applied by French Immersion teachers in their classrooms.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

End of Block: Inclusionary Practices

Start of Block: Instructional Leadership in FSL Programs

Instructional Leadership in FSL Programs (8 questions)

Q14 Ongoing training and collaboration empower French Immersion teachers with the skills to plan appropriate assessment and instruction in an inclusive environment.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q15 As the school administrator, I participate in professional learning with French Immersion teachers.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q16 Professional learning with French Immersion teachers invites authentic reflective feedback.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q17 French Immersion teachers use an action oriented approach in a highly interactive classroom.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q18 Instruction focuses on authentic communication in French and a balance of listening speaking reading and writing.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q19 Learner autonomy and metacognition are of central importance.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q20 Students are given repeated opportunities to act on feedback.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q21 Students are exposed to authentic French texts such as pictures, music, video clips, stories new media, etc.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

End of Block: Instructional Leadership in FSL Programs

Start of Block: Retaining FSL teachers

Retaining FSL Teachers (8 questions)

Q22 A quality mentorship program is available for all new French Immersion teachers which includes: Establishment of a suitable mentor   Classroom visits   Professional development opportunities

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q23 Support opportunities are available for experienced teachers who are transitioning -into or -back to French Immersion.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q24 As a school administrator, through a supportive stance, I engage in learning-focused conversations with new French Immersion teachers.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q25 Educators receive meaningful and professional growth feedback through teacher performance appraisals and annual learning plans.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q26 Educators are supported when participating in professional associations such as Ontario Modern language Teachers' Association (OMLTA), Association Canadienne des Professionnelles d'Immersion (ACPI), Canadian Association of Second Language Teachers (CASLT) or other informal FSL networks.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q27 Timetables are optimum for learning/realistic for delivery.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q28 As a school administrator, I engage French Immersion teachers in conversations about their ongoing needs.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q29 An ongoing assessment of the needs of French Immersion teachers is carried out at my school.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

End of Block: Retaining FSL teachers

Start of Block: Resources

Resources (3 questions)

Q30 As a school administrator I dedicate funds to grow the complement of meaningful, current French Immersion resources.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q31 As a school administrator I support French Immersion teachers to develop useful resource materials for their use.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q32 Teachers at my school are encouraged to participate in French Immersion networks to support their practice.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

End of Block: Resources

Start of Block: Demographic Questions

Thank you for completing the inventory "Reflections for School Administrators leading French Immersion Schools". Following are 4 optional demographic questions.

Q33 Demographic Question #1:   What is your current role?

○ Principal

○ VP

○ Teacher in an acting VP/P role

○ Other

○ Prefer not to say

Q34 Demographic Question #2:   What type of school do you work in?

○ Single track French Immersion (FI) school

○ Combination Core/FI school

○ Single track Core French school

○ Other

○ Prefer not to say

Q35 Demographic Question #3: How long have you been in your current role?

○ I'm in my first two years

○ Between 2-5 years of experience

○ Between 5-10 years of experience

○ Over 10 years of experience

○ Prefer not to say

Q36 Demographic Question #4: What is your comfort level with French?

○ I am francophone

○ I speak and write French fluently

○ I speak/write French a little bit

○ I do not speak French

○ Prefer not to say

You have finished the inventory/survey. Thank you for your time.

End of Block: Demographic Questions

Appendix E – Pre-and Post-Reflection Core FSL School Administrators

Q47 Reflections for School Administrators leading Core French programs

The following "Reflections for School Administrators leading Core French programs" inventory has a twofold purpose. First, it encourages you to reflect upon aspects of your professional practice as it pertains to supporting the Core French program in your school. As such, you can record your responses and then revisit them toward the end of this module. Second, since this inventory is accessed through a survey, your anonymized responses will provide developers of leadership tools (such as this module) and researchers access to information that will be useful in examining how to further support Core French programs. This survey has been designed to prevent any linkages between your identity and your responses. The tool developers & researchers who view these results will not be able to identify you. You will be prompted to answer some optional demographic questions after completing this inventory.

The inventory covers five themes:1) School culture (7 prompts); 2) Inclusionary practices (6 prompts); 3) Instructional leadership in FSL programs (8 prompts); 4) Retaining FSL teachers (8 prompts); 5) Resources (3 prompts). For each prompt, reflect upon where you are in relationship to your work context, then situate your response on a continuum between "Awareness" ranging to "Full Implementation". When you are finished, you will have the option to save a PDF file for your records.

By proceeding with this inventory, you agree to let the researcher utilize your anonymized answers to learn more about supporting and retaining FSL teachers. If you do not want to participate in this research project, please contact your instructor for a Word version of the inventory.

School culture (7)

Q1 As a school administrator I model the value of language learning throughout the school and promote plurilingualism.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q2 French language learning is visible in the school's daily routines and procedures.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q3 Staff and students can articulate the vision for the Core French (CF) program at my school.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q4 The Core French program is promoted in the community.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q5 French is the language of communication with students both inside and outside the classroom.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q6 Educators and students are encouraged to take risks in using the French language. Mistakes are viewed as learning opportunities.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q7 I cultivate supportive relationships with the Core French teachers in my school.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Inclusionary Practices (6)

Q8 All students are welcomed and respected in the Core French program.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q9 Different modes of instruction and assessment are used to maximize student success in the FSL program.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q10 The school website articulates the vision that "All students are welcome in the Core French Program".

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q11 Parents of English Language Learners can access information about Core French programs.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q12 I ensure that equity, inclusion, and anti-racism training is applied by FSL teachers in their classrooms.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q13 Decisions regarding programming for students with special education needs and English language learners are made on an individual basis.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

End of Block: Inclusionary Practices (6 questions)

Start of Block: Instructional Leadership in FSL Programs (9 questions)

Instructional Leadership in FSL Programs (9)

Q14 Ongoing training and collaboration empower Core French teachers with the skills to plan appropriate assessment and instruction in an inclusive environment.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q15 I'm aware of professional learning networks in my board and encourage FSL teachers to participate.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q16 As the school administrator, I participate in professional learning with Core French teachers.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q17 Professional learning I lead with Core French teachers invites authentic reflective feedback.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q18 Core French teachers use an action oriented approach in a highly interactive classroom.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q19 Instruction focuses on authentic communication in French and a balance of listening speaking reading and writing.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q20 Learner autonomy and metacognition are of central importance.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q21 Students are given repeated opportunities to act on feedback.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q22 Students are exposed to authentic French texts such as pictures, music, video clips, stories new media, etc.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

End of Block: Instructional Leadership in FSL Programs (9 questions)

Start of Block: Retaining FSL teachers (8 questions)

Retaining FSL Teachers (8)

Q23 A quality mentorship program is available for all new Core French teachers which includes: Establishment of a suitable mentor   Classroom visits   Professional development opportunities

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q24 Support opportunities are available for experienced teachers who are transitioning -into or -back to Core French.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q25 As a school administrator, through a supportive stance, I engage in learning-focused conversations with new Core French teachers.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q26 Educators receive meaningful and professional growth feedback through teacher performance appraisals and annuals learning plans.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q27 Educators are supported when participating in professional associations such as Ontario Modern language Teachers' Association (OMLTA), Canadian Association of Second Language Teachers (CASLT) or other informal FSL networks.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q28 As a school administrator, I engage Core French teachers in conversations about their ongoing needs.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q29 Timetables are optimum for learning/realistic for delivery.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q30 An ongoing assessment of the needs of Core French teachers is carried out at my school.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

End of Block: Retaining FSL teachers (8 questions)

Start of Block: Resources (3 questions)

Q50 Resources (3)

Resources Q31 As a school administrator I dedicate funds to grow the complement of meaningful, current Core French resources.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q32 As a school administrator I support Core French teachers to develop useful resource materials for their use.

○ Awareness

○ Exploration

○ Beginning Implementation

○ Partial Implementation

○ Full Implementation

Q33 Teachers at my school are encouraged to participate in Core French networks to support their practice.

◯ Awareness

◯ Exploration

◯ Beginning Implementation

◯ Partial Implementation

◯ Full Implementation

End of Block: Resources (3 questions)

Start of Block: Demographic Questions (4)

Thank you for completing the inventory "Reflections for School Administrators leading Core French programs". Following are 4 optional demographic questions.

Q34 Demographic Question #1:   What is your current role?

◯ Principal

◯ VP

◯ Teacher in an acting VP/P role

◯ Other

◯ Prefer not to say

Q35 Demographic Question #2:   What type of school do you work in?

○ Single track Core French (CF) school

○ Combination Core/FI school

○ Other

○ Prefer not to say

Q36 Demographic Question #3: How long have you been in your current role?

○ I'm in my first two years

○ Between 2-5 years of experience

○ Between 5-10 years of experience

○ Over 10 years of experience

○ Prefer not to say

Q37 Demographic Question #4: What is your comfort level with French?

◯ I am francophone

◯ I speak and write French fluently

◯ I speak/write French a little bit

◯ I do not speak French

◯ Prefer not to say

You have finished the inventory/survey. Thank you for your time. Please click the forward arrow to submit this survey and retrieve your PDF record.

End of Block: Demographic Questions (4)

ONTARIO PUBLIC
SCHOOL BOARDS'
ASSOCIATION

439 University Ave, 18th floor
Toronto, ON M5G 1Y8
phone: 416.340.2540
email: webmaster@opsba.org

www.opsba.org

@OPSBA
@OPSBA_Official