

Détermination des exigences et des lacunes dans les compétences des enseignants de français langue seconde: Recommandations et lignes directrices.

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Second Language Research
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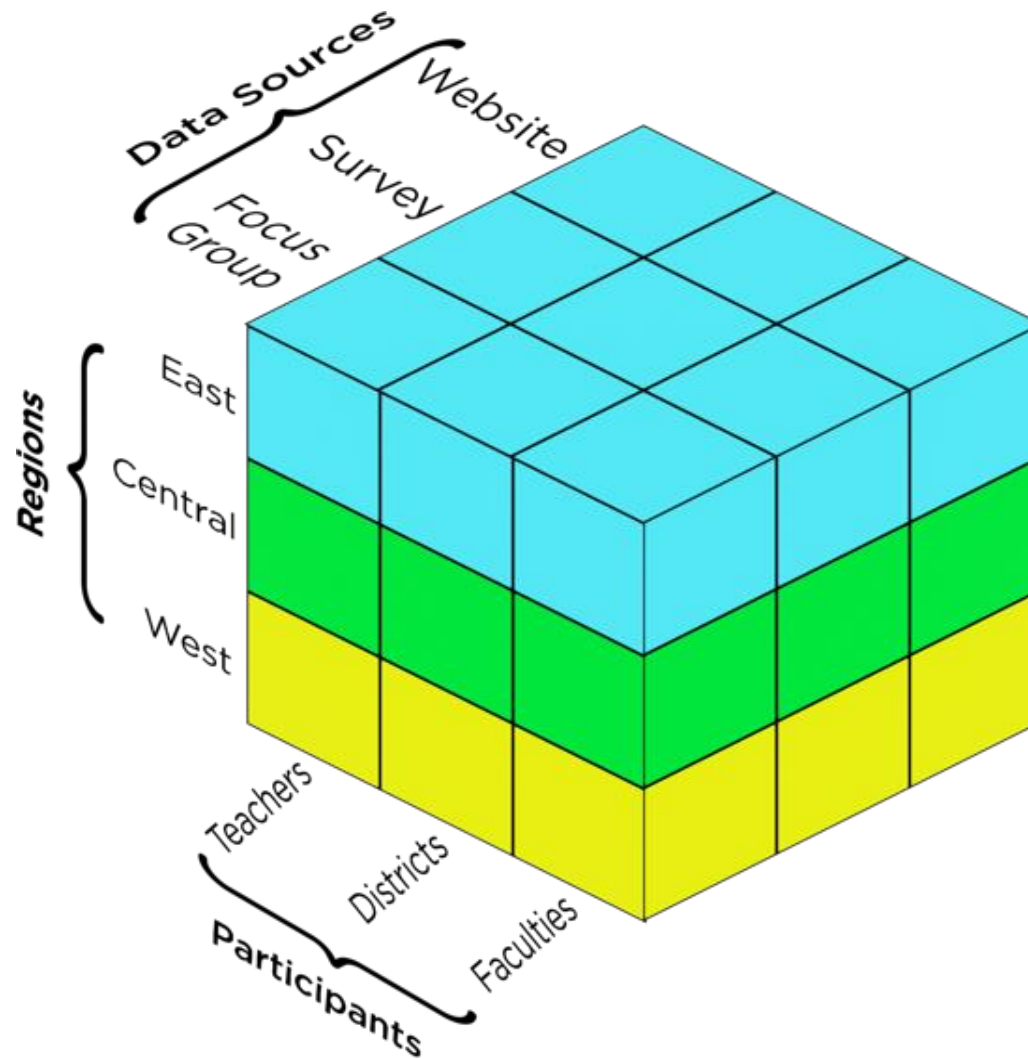
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Study Objectives

What do participants identify as **strengths, challenges,** and **opportunities** regarding FSL ITE, practice, and professional learning in the early years after transitioning to the field?

Methodology



Participants

	West (AB, BC, NT, YK) <i>UBC</i>		Central (MB, ON, QC, SK) <i>UOttawa</i>		East (NB, NL, NS, PEI) <i>UNB</i>	
	Survey	FG	Survey	FG	Survey	FG
Teachers	50	7	73	29	25	6
Faculties	15	6	11	8	11	7
Districts	30	14	27	9	11	3
Total	95	27	111	46	47	16

Survey n = 253

Focus Group n = 89

Points saillants des résultats

l'Avalanche

The AVALANCHE
Facing FSL Teachers

What drives FSL teachers to leave the profession?

CASLT's FSL Teacher Education Study investigated the experiences of FSL teachers in Canada. It found that the challenges they are facing are layered and compound one another, like an avalanche. This avalanche plagues FSL teacher education and prevents progress in resolving the FSL teacher shortage.

There isn't one singular challenge that prompts FSL teachers to leave the profession – it is the pile up. Even small issues can reveal the perpetual precarity of the FSL snowpack.

What's in the avalanche?

Conditions may look different on each teacher's mountain, but they all share similar challenges. Participating teachers described a lack of resources, such as:

Physical Space
Classroom-ready, age-appropriate and competency level-appropriate teaching resources

Human resources, such as supply teachers

Some of these challenges create more difficulty as they avalanche. For example, a lack of FSL supply teachers meant that some participants could not participate in professional learning opportunities.

No single obstacle – or layer of snow – is insurmountable, but together, they become a threat to retention.

Systemic weaknesses speed up the avalanche. Many teachers described feelings of **isolation, linguistic insecurity, and marginalization**. They reported a lack of understanding of FSL education among their colleagues and administrators.

What does this mean for FSL?

FSL stakeholders are looking for ways to not only dig out current teachers, but to control the avalanche and prevent buildups of snow. They need to recognize the underlying conditions. Addressing only surface issues, like buying classroom resources or one-time professional learning, does not do enough to slow the snow. These isolated interventions are like a "search and rescue" approach to address one specific issue, not the deeper problems.

Strengthening the foundation of FSL requires systemic improvements in strategic planning and intentional stakeholder collaboration across all areas of FSL education. This can reduce the amount of FSL teachers hiking alone and lower their risk of getting buried under the avalanche.

The data suggest that this avalanche is the defining feature of FSL in Canada. It plagues FSL teacher education and stunts progress towards resolving the perpetual FSL teacher shortage. Let's work together to improve conditions on the mountain and reduce the threat of avalanche.

caslt acpls To learn more, read the full report. www.caslt.org | admin@caslt.org

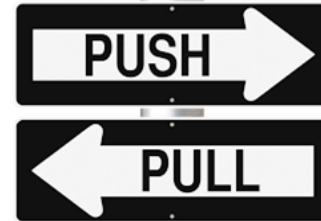
“There would be more FSL teachers if they were treated like they mattered”
—*Teacher-Central*

Rétention

56% des enseignant.es participants envisageaient encore de partir

Facteurs “PULL”

- Plus d’organisations professionnelles
- Plus de raisons de vouloir devenir enseignant de FLS (expériences de vie, études de premier cycle, etc.)
- Le fait d’être un enseignant du primaire (par rapport au niveaux intermédiaire / supérieur)

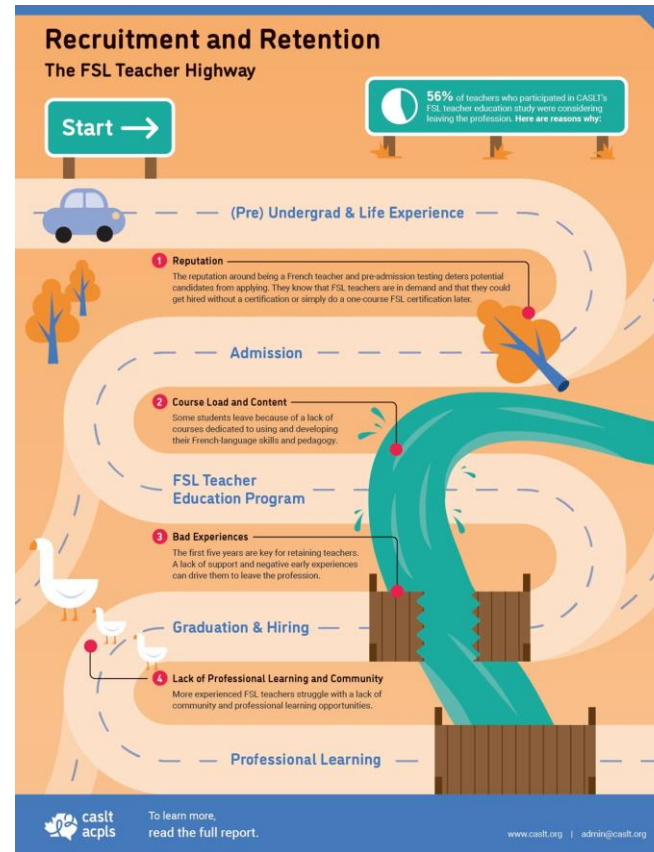


Facteurs “PUSH”

- Insuffisance de cours dispensés dans les programmes d’enseignement interactif du FLS pour réussir au stage et/ou à la transition au domaine
- Le sentiment de ne pas être préparé à répondre aux questions pédagogiques lors des entretiens d’enseignement
- Manque d’apprentissage professionnel accessible aux enseignants FLS dans leurs écoles ou régions locales

La rétention commence avant l’embauche, pas après!

L'autoroute de l'enseignant de FLS



5 Gaps in FSL Teacher Preparation

- 1 Deficit vs. development perspectives
- 2 Time and access
- 3 Resources: material and human
- 4 Teacher as an individual vs. relational process
- 5 Taking responsibility: From individual to shared

5 Lacunes dans la préparation des enseignant(e)s FLS

1

Perspectives axées sur le déficit vs. le développement

Un accent omniprésent sur ce que les enseignants de FLS **“ne peuvent pas faire”** à chaque étape de leur carrière.

“Some new FSL teachers have superior French language, but others do not have sufficient skills, language, nor experience” (District - Central)

“You might talk to someone who’s really insecure about their linguistic proficiency but they’re a rockstar of a teacher. [It’s about] just finding people with gaps and helping them grow.” (District -Western)

5 Lacunes dans la préparation des enseignant(e)s FLS

2

Le temps et l'accès

Appels à “plus”...

L'accès aux options est une nécessité, mais il en va de même du temps et du soutien requis pour **élaborer, organiser et diriger** de telles initiatives et même y participer.

“My teacher education program did not offer anything geared towards FSL teacher candidates except for the FSL course that was offered in one term” (Teacher - Western)

“It is difficult to find enough ‘space’ in our programs to offer the courses in French that we need.” (FOE - Central)

“There are no incentives outside of me just improving my French” (Teacher - Eastern)

“Budget cuts and lack of substitute teachers led to the withdrawal of those supports” (District - Central)

5 Lacunes dans la préparation des enseignant(e)s FLS

3

Ressources: matérielles et humaines

Manque de ressources matérielles et personnes qualifiées dans les postes dans l'ensemble du système - RH, enseignants, suppléants, formateurs, instructeurs, directeurs etc. .

“I didn't feel that I got a lot of resources or practical stuff to take to the classroom. Most of my materials I had to find by myself, purchase myself, or make.” (Teacher - Western)

“We often have to hire based on strong pedagogy and the perceived ability to speak French. We currently do not have French speaking staff in the Human Resources department, so the hiring process is difficult and not always consistent” (District -Western)

5 Lacunes dans la préparation des enseignant(e)s FLS

4

L'enseignement en tant que processus individuel vs. relationnel

Plusieurs enseignant(e)s ont comparé l'enseignement du FSL à "une île".

Les enseignant(e)s appréciaient la dimension relationnelle de la profession pour faire face à cet isolement ainsi que d'autres problèmes dans le domaine.

"I am the only FSL teacher in my building. I often feel completely alone and like it's on me entirely to figure it out because there are very few supports in place."
(Teacher - Central)

"Slowly we realized that the first obstacle before tackling [language] was giving them a sense of belonging, a sense of community." (FOE - Western)

5 Lacunes dans la préparation des enseignant(e)s FLS

5

La prise de responsabilité: individuelle à partagée

Plutôt que de continuer à diviser la responsabilité dans la préparation des enseignants de FLS en aspects distincts, une **responsabilité collective exige des efforts coordonnés** que toutes les parties prenantes en FLS doivent assumer.

“We need to work together with districts to support both in-service and pre-service [teachers and provide] linguistic and pedagogical development because there is a shortage.”
(FOE - Eastern)

“Normalizing [language] development needs, just as pedagogically based PD is normalized, would contribute to increasing teacher competence and confidence and, hopefully, reducing burnout and departure of FSL teachers.”
(FOE - Western)

Recommandations et lignes directrices

- Recommandations sous forme de questions à considérer
- Visent à susciter la réflexion avant l'action



How do I understand the idea of "being proficient" in French?

To what extent is a "development orientation" to FSL teacher language proficiency present in my work context?

How is FSL teachers' subject and linguistic expertise similar to/different from that of teachers of other disciplines?



What do I currently dedicate the most time to in support of FSL teacher professional learning?

What FSL resources/professional learning opportunities are currently accessible in my work context? Does this match my preferences/needs?

With the time and access that I have at my disposal, what could I do differently to maximize FSL professional learning relative to my expressed needs? What would I want to do if I had more time/access allocated to FSL?



What human resources do I find most useful in my role?

What are the most pressing resource gaps (material and/or human) in my FSL context?

How do I draw upon material and human resources and supports from professional organizations?



In what way(s) are collaboration and community building promoted in FSL in my work context?

Is feedback provided to FSL teachers in my context? How often? By whom? What skills does the feedback target (e.g., linguistic? pedagogical?)

Does the mentor pairing process privilege an expert-novice approach? What about in-school pairings? How are FSL teachers supported in mentoring each other?

What barriers do I face to fostering a community-based orientation to FSL teacher professional learning in my work context?

NEXT STEPS

Continuons à faire la difference!!

5

Taking responsibility: From individual to shared

To what extent do I feel comfortable with furthering the status quo in FSL (i.e., seeing the issues described in this report as being a “fixed reality” for FSL – i.e., “That’s the way FSL has always been done”)?

Am I aware of the barriers others face regarding filling these gaps? If so, what do I do to help? If not, why not?

How open am I to participating in collaborative examination of how each of the gaps described in this report are manifested in different stakeholder contexts, including my own work context?



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Social Sciences and Humanities
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FSL Teacher Education Project



Check out the project website above!



The Study

In 2020, CASLT launched a pan-Canadian research project aimed to identify ways to better equip new FSL teachers for success in the early stages of their careers.

The initiative is funded by the Department of Canadian Heritage as part of its FSL Teacher Recruitment and Retention Strategy.

Data analysis is complete and the final report will be published in March 2023. Share news about this exciting research with the hashtag #FSLTeacherEd!

Stay tuned for the full Executive Report to be published later in 2023!



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