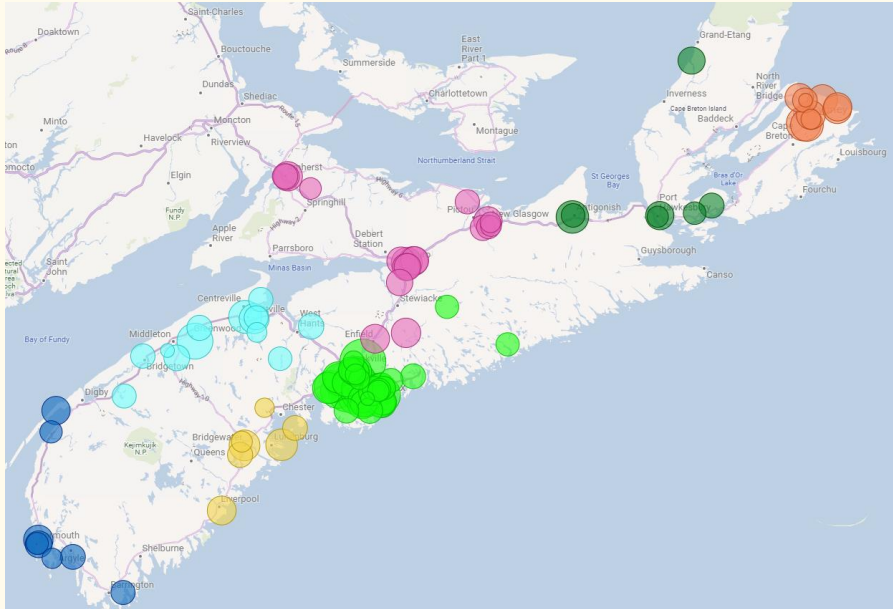




Brian Marchand and Susan Vanier

French Language Programs and Services Branch
Nova Scotia Department of Education and Early Childhood Development

Who are we?



7 Regional Centres for Education (map)

- English programs
- French second language programs
 - Core French
 - Intensive French
 - Early Immersion
 - Late Immersion
 - Integrated Immersion

FSL Enrolment 69,974 (09/30-23)

1 School Board

- French first language
Enrolment 6,728 (09/30-23)

What our context tells us :

- High demand for French Second Language programs
- Shortage of French Second Language teachers
- Difficulty filling positions
- FSL teachers in the system who have chosen/choose to teach in English

What the research tells us :

- FSL teachers have specific needs, requirements and challenges
 - Developing and maintaining language skills
 - Finding or creating FSL-specific resources
 - Education related to FSL teaching pedagogy (ACPI, CASLT, CMEC)
- FSL teachers say they need time (ACPI)
- Mentoring appears to be a key to survival for FSL teachers (CASLT)
- Retention begins in Education Programs (CASLT)

What already
exists :

National Supports : ACPI, CASLT

networking	resources	research
virtual mentorship	professional development	promotion

Provincial Supports: Government, Universities

resources	research	training
professional development		

Regional Supports: Regional Centres for Education

resources	coaches	training
professional development		

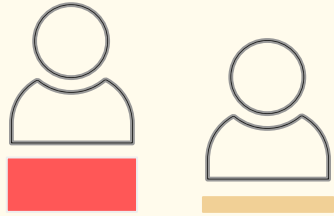
How can we respond to the primary challenges that FSL teachers face?

- *confidence in their ability to speak in French*
- *FSL-specific resources*
- *FSL-specific professional learning*
- *time*

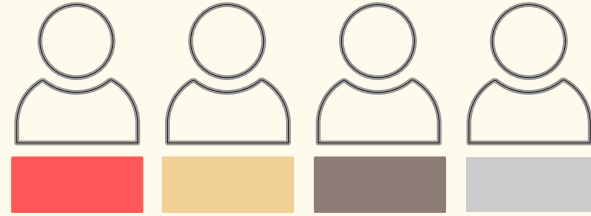


How can we draw from the strengths of what already exists to create something that will have an impact in our context?

Typical mentorship



Collective mentorship



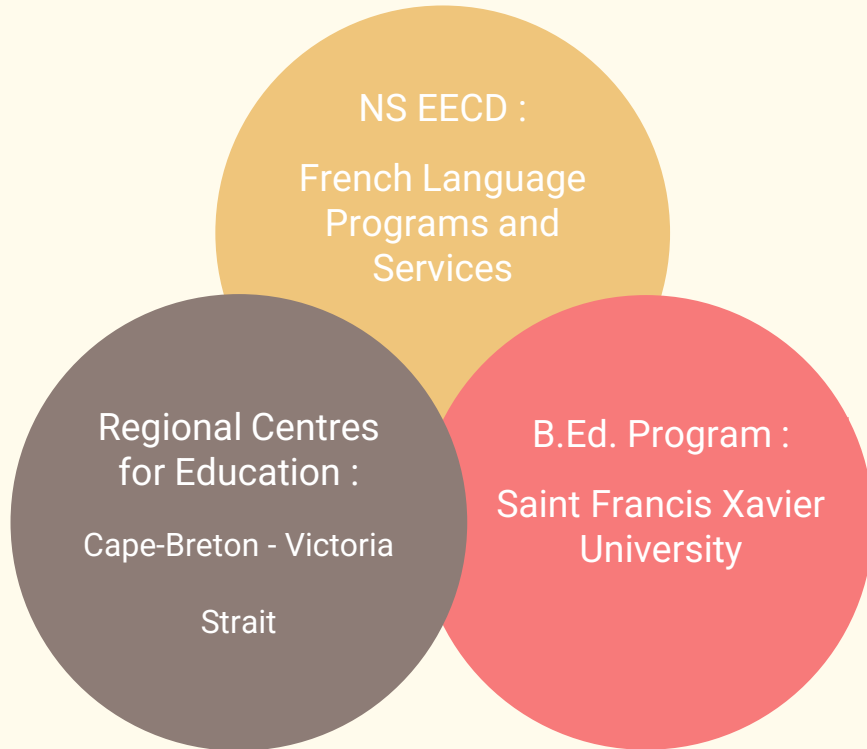
a community where members support and contribute to the success of each other, drawing on their varied levels of experience and expertise

What are the objectives ?

Bring together pre-service and practicing teachers to:

- ✓ **Discuss** experiences and expertise
- ✓ **Share** successes and best practices
- ✓ **Participate** in FSL-specific learning
- ✓ **Live** an experience of Acadian/francophone culture
- ✓ **Develop** their own language competencies

How did we make this happen?



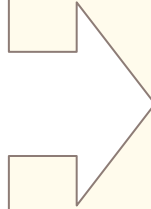
Collaborative Partnership:

- Promotion
- Programming
- Dates
- Venue

What did we do?

2 in-person sessions

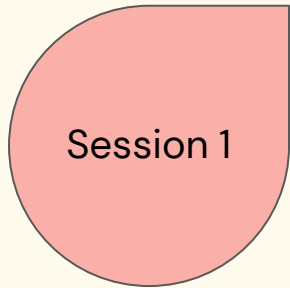
3 virtual sessions



- ✓ get to know each other
- ✓ learn
- ✓ discuss
- ✓ share
- ✓ make connections
- ✓ communicate feedback and interests

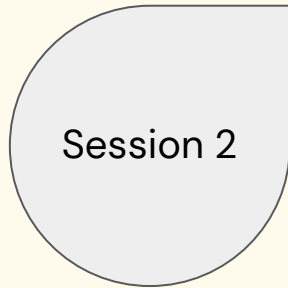
2023-2024

October



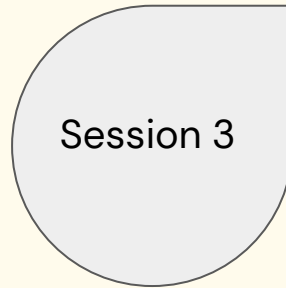
- In-person
- 1 day and ½
- Weekend
- Expenses covered

November



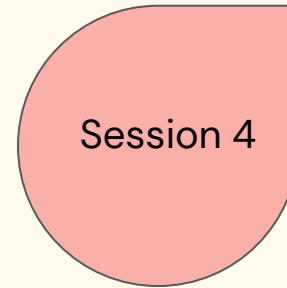
- Virtual
- 2 hours
- Saturday am

January



- Virtual
- 2 hours
- Saturday am

March



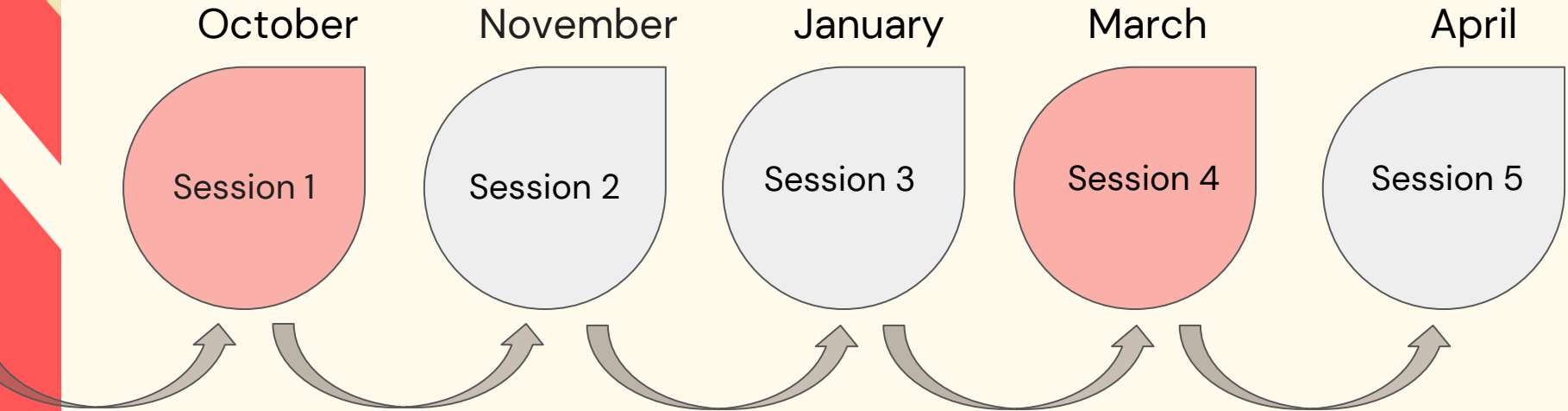
- In-person
- 1 day and ½
- Weekend
- Expenses covered

April



- Virtual
- 1 hour
- Saturday am

How did we develop programming?



Surveys completed before Session 1 and during each session to gather information:

- teaching assignment or B.Ed. program
- interests for professional learning
- what ideas, resources will you use?; did you use?
- did you make connections with other members of the cohort?
- how do you feel after this experience?

2023 – 2024 Cohort



- ✓ **Discuss** experiences and expertise
- ✓ **Share** successes and best practices
- ✓ **Participate** in FSL-specific learning
- ✓ **Live** an experience of French culture
- ✓ **Develop** their own language competencies



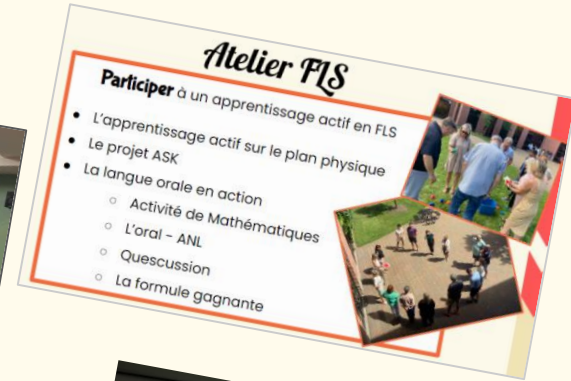
✓ Making connections

- Structured, facilitated activities that could be used with their students
- Informal topics to get to know each other and to speak in French with each other
- Unstructured time for conversation to emerge



✓ Participate in FSL Professional Learning

- New activities to develop students' oral language
- New activities that align with the Neurolinguistic approach
- Digital tools and apps to incorporate to support oral language
- Ideas for how to incorporate music to support oral language



✓ Discuss FSL Experiences and Expertise

- General experience, expertise and advice
- Specific activities and learning experiences
- Pedagogical understandings
- Resources



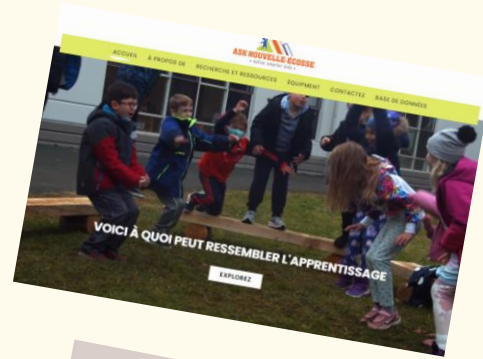
✓ Live an experience of Acadian/francophone culture

- Presentation of local Acadian history by an elder in the Acadian community
- Visiting Acadian cultural site
- Visiting Acadian restaurant to eat Acadian food
- Performance of Acadian music



✓ Receiving FSL Resources

- Materials for active, outdoor learning
- Resource for supporting and amplifying students' oral language
- FSL-specific Treaty Education resource



What was the impact?

"I feel invigorated and empowered with this experience."

"I feel ready to start my next practicum!"

"I feel like I'm part of a community."

Communauté de
Mentorat collectif
Français langue seconde

Réflexion individuelle: Séance #4

svanier@gnsps.ca [Changer de compte](#)

Non partagé

* Indique une question obligatoire

Nom *

Votre réponse

Comment te sens-tu après cette expérience? *

Votre réponse

Au cours des dernières sessions (octobre-mars) as-tu développé de nouveaux liens avec des personnes du groupe? Si oui, avec environ combien de personnes? *

	Session 1	Session 4
<i>Have you developed new connections with people in the group?</i>	100% - Yes	100% - Yes
<i>If yes, with approximately how many people?</i>	between 3 - 11 (all)	between 2 - 8 (all)

"I feel like I'm part of a French team. I have [cohort members] with whom I can collaborate and to whom I can ask questions. I am not alone!"

	Session 1	Session 4
<p><i>Have you had the opportunity to contribute to the success of others?</i></p> <p><i>If yes, how?</i></p>	<p>100% - Yes</p> <p>Highest responses:</p> <ul style="list-style-type: none">sharing ideas 91%sharing experiences 91%	<p>100% - Yes</p> <p>Highest responses:</p> <ul style="list-style-type: none">sharing ideas 100%sharing experiences 100%

"I feel like I'm part of a real team. My experiences are not isolated and even though I am a "new" teacher, I have good ideas to contribute to others!
THANKS."

	Session 1	Session 4
<i>Has anyone in the group shared or offered anything that can contribute to your success?</i>	100% - Yes	100% - Yes
<i>If yes, how?</i>		

"I feel supported by everyone in the group. I believe I became a better teacher because I learned and tried new approaches."

	Session 1	Session 4
<p><i>Do you have access to new supports to support you in your teaching practices?</i></p> <p><i>If yes, which ones?</i></p>	<p>100% – Yes</p> <p>Highest responses:</p> <ul style="list-style-type: none"> • ideas • people 	<p>100% – Yes</p> <p>Highest responses:</p> <ul style="list-style-type: none"> • ideas • resources

“I asked our small group of three what their advice is for a first-year teacher that is not the standard answers we hear every day in the BEd program. So, they gave me several suggestions, resources to use and they shared their experiences of being new, and that it is difficult [...] there is a network of teachers who you can ask for help.”

Looking ahead

- Year 2 approved
- Broadening the invitation
- Expanding partnerships
- Learning from Year 1

Thank you

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