

Addressing the Elephant in the Room

The Unexpected Popularity of a French Language Coaching Program for Immersion and Core French Teachers

National Table for French as a Second Language (NTFSL)

April 22, 2025

Lesley Doell, Manager of Educational Services

Canadian Association of Immersion Professionals

Association canadienne des
professionnels de l'immersion



Agenda

1. Pan Canadian Consultation
2. School Board Challenges
3. Creating the Language Coaching Program – Beginnings
4. ACPI's Language Coaching Program Today
5. And Five Years from Now?



Pancanadian Consultation 2016- 2018

- ✓ To better profile French immersion professionals
- ✓ Identify challenges and needs
- ✓ Better support practices
- ✓ Target the specific issues facing French immersion in Canada

FAITS SAILLANTS

**CONSULTATION
PANCANADIEN**

Three Top Challenges Identified

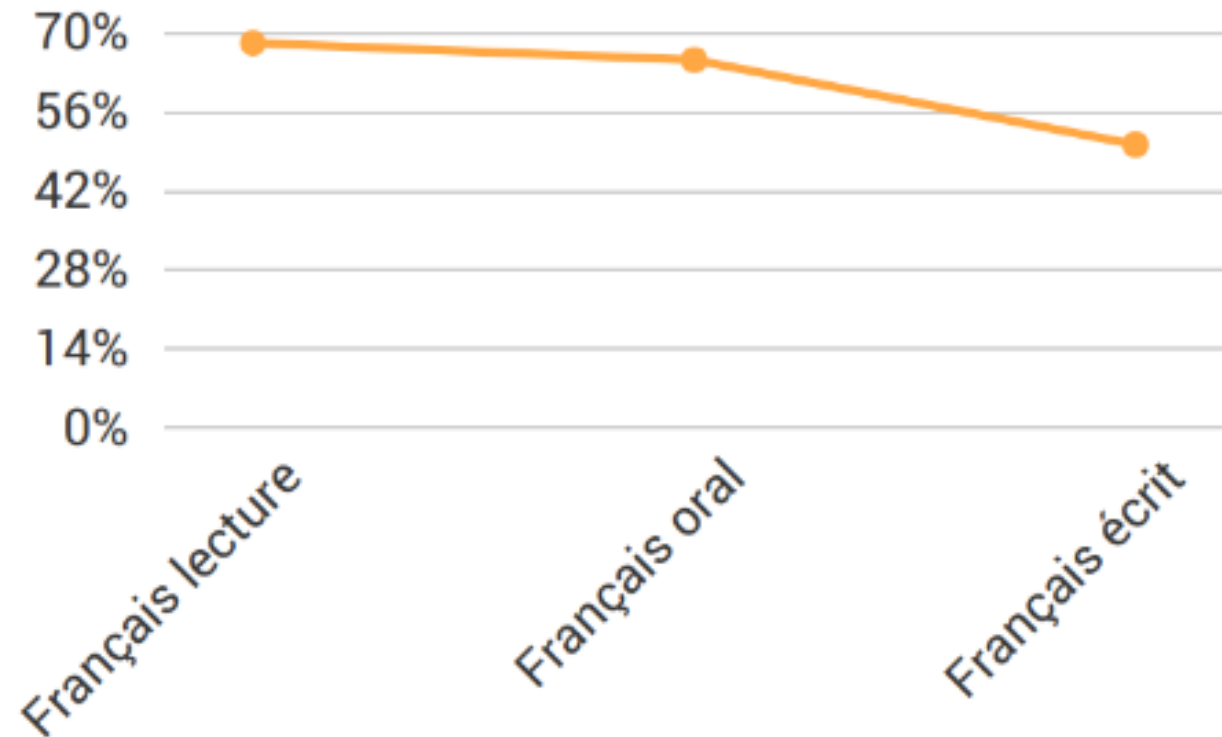
1. Widespread shortage of **qualified teachers**
2. Variability in the level of **language skills** of teachers
3. Critical **lack of resources** and tools specific to immersion



LE BILINGUISME
EST VALORISÉ

1. What are the consequences of this shortage?

- ✓ Hiring of **unqualified candidates**
- ✓ Hiring of teachers **without immersive teaching qualifications**
- ✓ Hiring of teachers who **don't speak French**
- ✓ **Unilingual English-speaking specialists** working with immersion students & teachers
- ✓ Services offered in English to **students with difficulties**
- ✓ **Unilingual English-speaking substitutes**



What are the factors behind the variability in French language competency?

- A test to **assess the language skills** of candidates for teaching positions is often not mandatory.
- Many professionals say **they know just enough** French to be functional.
- Others allege that **they lack the time** to perfect their skills.
- Some claim that their **precarious status** deprives them of the desire to improve their French.



Vision of Language Support

From initial conversations.....
to now



www.acpi.ca



La référence en matière d'immersion
française au Canada / The reference for
French immersion in Canada



Lesley Poell
ldoell@acpi.ca

Supporting the development of French immersion teachers' language skills

- Supporting development of French language skills among educators can be **complex**.
- **Limited human resources, lack of time, and lack of expertise** in developing French proficiency assessment tools can be significant issues for school boards.
- It's important to offer **specific language training** to improve language skills.

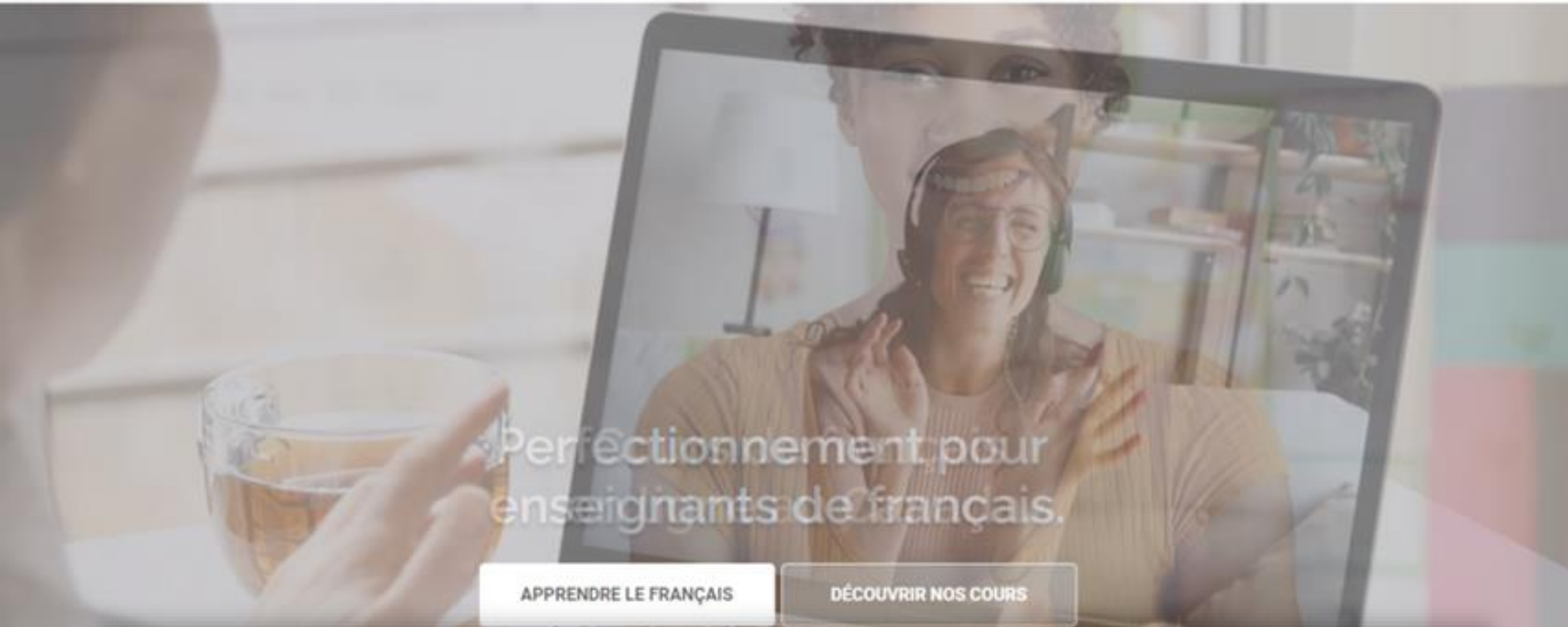


The nuts and bolts of the program

- ACPI's Language Coaching Program offers an approach that not only **assesses language skills** but also provides **individualized language coaching**.
- Through this program, educators (teachers, principals, support staff) access tools to become **more confident** in teaching French as a second language, and ultimately **stronger language role model** for students.



The power of collaboration



Partnerships in Action



ET SI J'ÉVALUAIS
AUSSI MON NIVEAU
EN LANGUE ?


EV@LANG

Test de positionnement

EV@LANG

Aujourd'hui, on évalue beaucoup de choses : un plat au restaurant, une chambre d'hôtel, un livre... Évaluer son niveau de langue est tout aussi utile et permettra d'évoluer dans son apprentissage. Ev@lang est un test de positionnement rapide, précis, adaptatif et entièrement en ligne. Ev@lang évalue le français, l'anglais et l'arabe.

↓↓ Toutes les infos sur Ev@lang plus bas ↓↓



« When teachers are more confident in speaking the language, our students are more confident speaking the language. It's a win-win for us. »

Amy Van Brabant
FSL Educational Consultant (7-12)
Ottawa Catholic School Board



*Convenience at
your fingertips*

**TROUSSE DU PROGRAMME D'ACCOMPAGNEMENT
LINGUISTIQUE DE L'ACPI**

ACPI'S LANGUAGE COACHING PROGRAM PACKAGE



THE PROCESS

Step 1: REGISTRATION

Once the contract is signed with ACPI, the school board directs educators to a customized registration page on the ACPI website.

Step 2: PLACEMENT TEST

Participants are asked to complete an EVALANG placement test and share the results with ACPI for the purpose of setting up individualized coaching sessions.

EVALANG is a reliable, modern, and affordable test that can be taken online in under 35 minutes. It assesses two of four language skills: reading and listening. The participant receives an internationally recognized certification that is aligned with the proficiency levels defined by the Common European Framework of Reference for Languages (CEFR) and developed by France Education International.

Step 3: INDIVIDUALIZED LANGUAGE SUPPORT

Participants can then start their weekly personal language coaching sessions (8 sessions) with the [PremièreClass](#) language school.

[Première Class](#), a Toronto-based language school, offers online courses that are aligned with the CEFR and focused on active communication. The coaching path is determined by ACPI and the language school, which is recognized for the support services it offers FSL educators.

Step 4: SATISFACTION SURVEY

The participants are invited to complete a satisfaction survey at the end of the coaching sessions.*

*Survey results are sent anonymously to school divisions upon completion of the program..

PARTICIPATION COSTS

Coordination by ACPI and 8 language coaching sessions: \$1,050 per educator or \$950 for repeated registrations

Making the work light!

PROGRAM DETAILS FOR ADMINISTRATORS

A Language Coaching Opportunity!

Rationale:

One of the concerns related to the retention of French immersion educators is linguistic insecurity. Some immersion educators leave teaching or apply to English language teaching positions as a result of their perceived level of French proficiency. To address this concern, we have decided to provide support to some immersion educators to become more confident communicators in French.

Partnership:

The **NAME OF SCHOOL BOARD** has decided to partner with ACPI (Association canadienne des professionnels de l'immersion) to offer an opportunity to immersion educators who are looking to improve their French language skills. In partnership with ACPI, Premiere Class, a private language school in Toronto which offers French language instruction to adults has developed a virtual program for immersion teachers focusing on understanding and interacting in French through one-on-one sessions with a coach. The coaches are former immersion educators and consultants who have a deep understanding of the action-oriented approach and the CEFR (Common European Framework of References for Languages).

Program Description:

This program offers support to French immersion educators to help them to improve their French language skills and to develop the necessary tools to become confident communicators of French as a second language.

Program costs

Cost:

The program costs \$1,050 per educator and includes diagnostic language testing (EVALANG) and individual weekly French language coaching sessions for an 8 week period (three pre-determined cohort dates per year). Dates and times of the virtual coaching sessions will be determined by the educator and the coach.

Goal:

The end goal is to create confident French language educators and improve retention in the school system.

Timeline (Insert cohort dates):

- Choose participants
- Registration
- Test Evalang: Results are sent to ACPI so that educators can be properly matched with a coach. Test results are not shared with the school division.
- Partnering with a coach
- Coaching sessions commence

Participant Responsibilities:

1. Complete the Evalang test
2. Commit to 8 coaching sessions per week
3. Complete a satisfaction survey at the end of the program

Action Required:

We are looking to find # French immersion educators who would be interested in this opportunity.

Next steps!



Draft Language Coaching Contract

Between the

name of school district located in city represented by name and title of school division representative

and

The *Association des professionnels de l'immersion* (ACPI) located at 170 Laurier West Street, Ottawa, ON K1P 5V5 represented by Jessica Saada, Executive Director.

Period of agreement:

September 1, 2024 to August 31, 2025

Context:

Determining the appropriate level of French required to be a confident communicator as a French as a Second Language (FSL) teacher remains an unaddressed issue. Over the years, school boards have created a variety of ad-hoc French language testing with a goal to determine the level of French of the candidate interviewed to place them in an appropriate program and grade level. Coherent internationally recognized evaluations and tailored personal interventions are non-existent. This agreement provides FSL teachers the opportunity to improve their French proficiency through diagnostic language testing and individual French language coaching sessions for an 8-week period. The end goal being to create confident French language educators.

Finding the teachers

EXAMPLE OF COMMUNICATION TO EDUCATORS

English version

Dear Educator,

The **(School Board)** has an exciting partnership with ACPI (Association canadienne des professionnels de l'immersion) to provide personalized linguistic coaching and language enhancement for immersion educators. There is no cost to educators and their progress and results will be kept confidential by ACPI.

This initiative will be delivered virtually by Premiere Class, a Toronto-based language school. Immersion educators are invited to express their interest in this pilot project by submitting their application directly to ACPI using the **link provided in the Expression of Interest for Educators**.

Please note that registration is limited. Confirmation will be sent to the applicants. If selected, participants would start their weekly coaching sessions with Premiere Class the week of **DATE**, and complete their program by **DATE**. Approximately 8 sessions will be offered during this time period.

The deadline for registration is **DATE**.

For further information, please contact **Contact Person**.

Thank you for your interest.

(School Board Contact Person)

Step 1: Language Assessment

- Under 30 minutes
- Results shared with ACPI
- Transferred to “*Première Classe*”
- Phone call with Matthieu Prunier
- Matching with the coaches

RÉSULTATS

🇫🇷 Français
📅 01/04/2025
📍 ALLIANCE FRANÇAISE OTTAWA

NIVEAU GLOBAL **B1**

Attention : Les données sur le niveau global et le score global sont à titre indicatif et peuvent varier selon le contexte de l'acquisition de la langue.



Compréhension orale

Peut comprendre une information factuelle directe sur des sujets de la vie quotidienne ou relatifs au travail en distinguant les messages généraux et les points de détail, à condition que l'articulation soit claire et l'accent courant.

B1



Grammaire et lexique

Possède un vocabulaire suffisant pour mener, avec une certaine assurance, des transactions quotidiennes dans des situations courantes et sur des sujets familiers.

B1-



Compréhension écrite

Peut lire une correspondance dans son domaine et saisir facilement l'essentiel du sens.

B2-

Retrouvez la grille de niveaux
sur notre page internet

www.france-education-international.fr/evalang



Step 2: Language Coaching

- ✓ Customized according to expressed needs

DÉROULEMENT DES SÉANCES DE COACHING LINGUISTIQUE

- Séance 1 : Présentation (travail, intérêts, rapport à la francophonie...), identification des compétences à consolider (liste de repérage pour l'auto-évaluation CECR), identification de ressources numériques pour perfectionner ses compétences en français afin de s'en servir en salle de classe et introduction du "French log" (journal de bord).
- Séance 2 : Sujets d'actualité, travail, discussions informelles (« small talk »), interaction autour des activités réalisées depuis la séance précédente, journal de bord, visionnement d'une courte vidéo ou lecture d'un article d'actualité ou en lien avec les intérêts mentionnés, discussion autour du sujet, puis travail de production écrite ou orale à préparer (résumé écrit, courriel, débat...) à l'aide d'un document partagé (Google Docs ou Slides) pour la séance suivante.
- Séances 3 à 7 : Déroulement selon les besoins des participants.es.
- Session 8 : Rétroactions en lien avec les progrès observés au cours des séances précédentes (confiance orale, expression écrite, CECR, approche actionnelle...)

IMPLEMENTATION OF A LANGUAGE COACHING SESSIONS

- Session # 1: Presentation (work, interests, relation with the French-speaking world...), desired skills to reinforce (CEFR Self-Assessment Checklist), How to better leverage digital resources to improve your French and use them in the classroom and "French log" (learning journal).
- Session #2: Current events, work... ("small talk"), interaction around the activities carried out since the previous session ("French log"), viewing of a short video or reading of an article related to current events or interests, discussion around the topic and then written or oral production work to be prepared (written summary, email, debate...) on a shared document (Google Docs or Slides) for the next session.
- Session #3 to #7: Sequenced according to participants needs.
- Session #8: Feedback on the training and progress (oral confidence, written expression, CEFR, action-oriented approach...)

Satisfaction Survey

Step 3

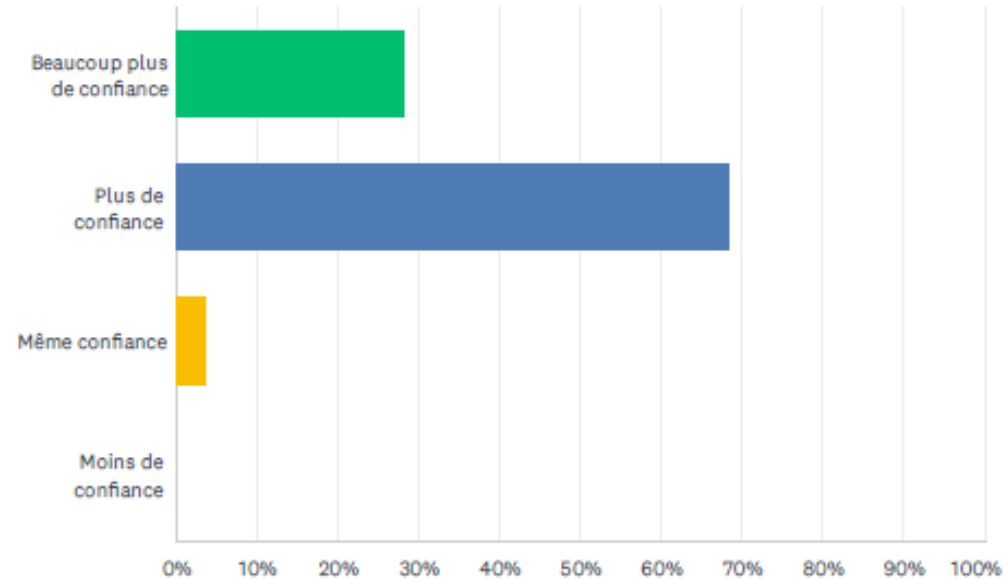
Continuous positive results

Aggregated feedback shared with school divisions

After completing the program, how do you feel about your French language skills?

Q1 Après avoir suivi le programme d'accompagnement linguistique, comment vous sentez-vous par rapport à vos compétences linguistiques en français?

Réponses obtenues : 139 Question(s) ignorée(s) : 0

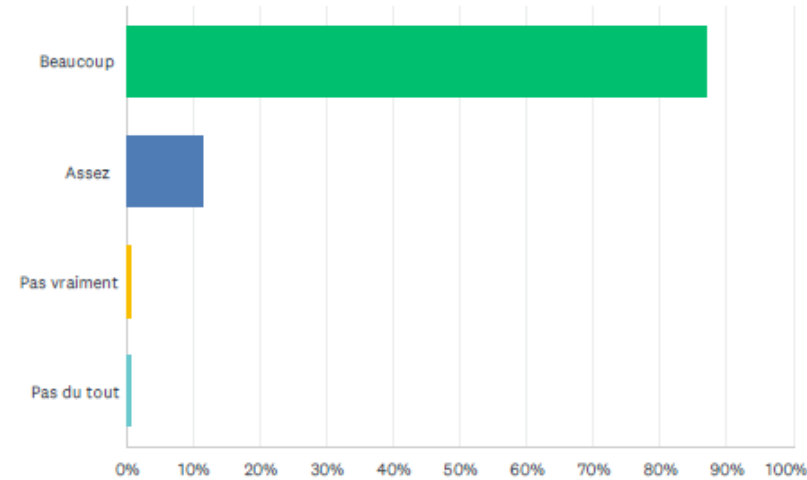


CHOIX DE RÉPONSES		RÉPONSES	
Beaucoup plus de confiance		28.06%	39
Plus de confiance		68.35%	95
Même confiance		3.60%	5
Moins de confiance		0.00%	0
TOTAL	www.acpi.ca		23 139

Are you
satisfied
with
"Première
Class" ?

Q8 Êtes-vous satisfait de l'accompagnement linguistique de Première Class?

Réponses obtenues : 139 Question(s) ignorée(s) : 0



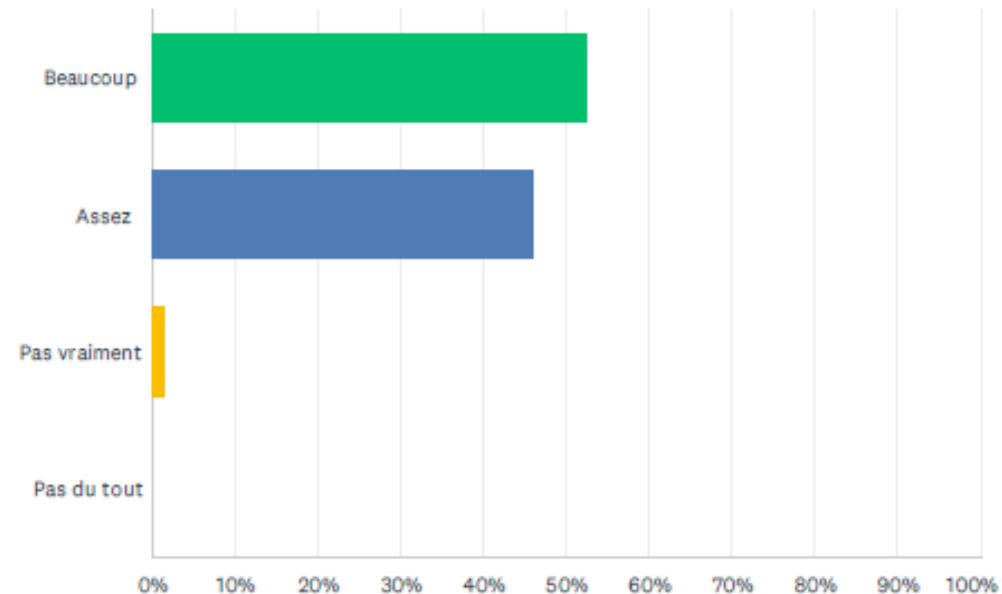
CHOIX DE RÉPONSES	RÉPONSES	
Beaucoup	87.05%	121
Assez	11.51%	16
Pas vraiment	0.72%	1
Pas du tout	0.72%	1
TOTAL		139

#	VEUILLEZ PRÉCISER	DATE
1	my instructor was so easy to talk to, very engouraging	6/21/2024 8:49 AM
2	J'ai tellement adoré ma conseillère! Elle est tellement gentille, elle a bien expliqué des choses clairement	6/20/2024 10:53 AM
3	J'ai adoré mon mentor	6/17/2024 2:29 PM
4	mon mentor etait si gentille. Elle a partage des ressources et elle m'a tellement aide! J'espere de continuer mes seances avec elle en septembre.	6/14/2024 12:45 PM

Do you think
that language
coaching has
improved your
language
skills?

Q3 Pensez-vous que l'accompagnement linguistique a amélioré vos compétences linguistiques?

Réponses obtenues : 139 Question(s) ignorée(s) : 0

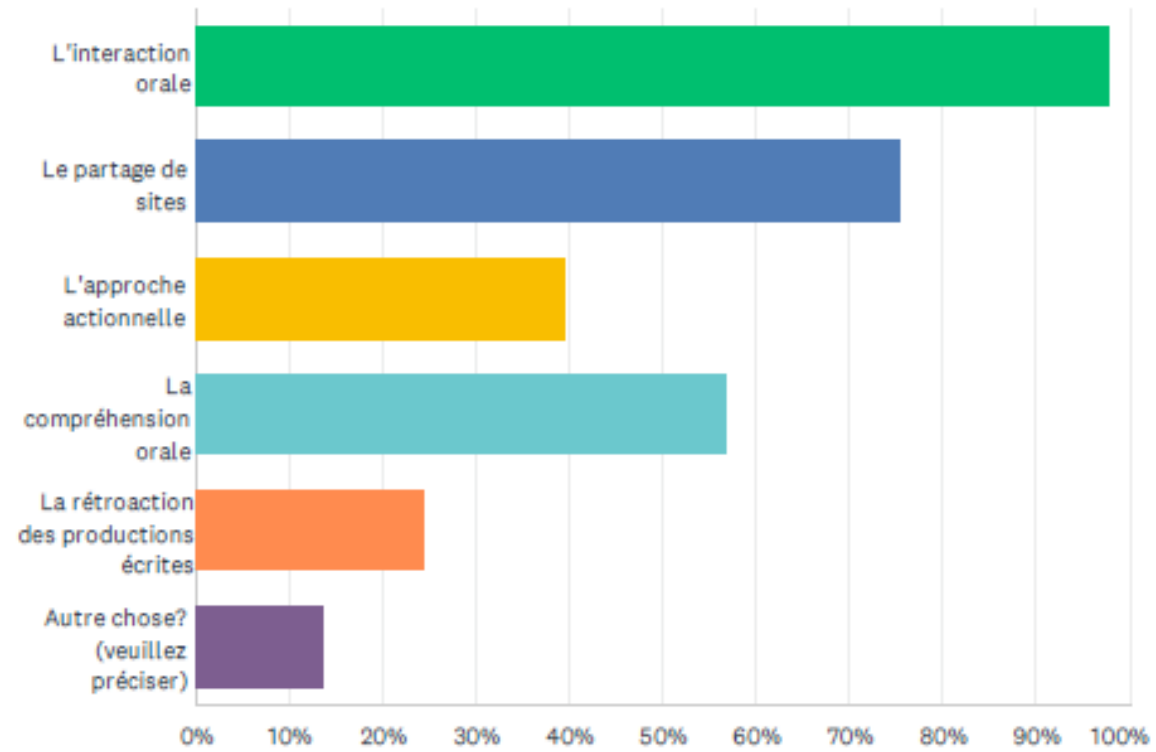


CHOIX DE RÉPONSES		RÉPONSES	
Beaucoup		52.52%	73
Assez		46.04%	64
Pas vraiment		1.44%	2
Pas du tout		0.00%	0
TOTAL			139

What did you
appreciate
about your
language
coaching?

Q9 Quels éléments avez-vous apprécié de votre accompagnement?

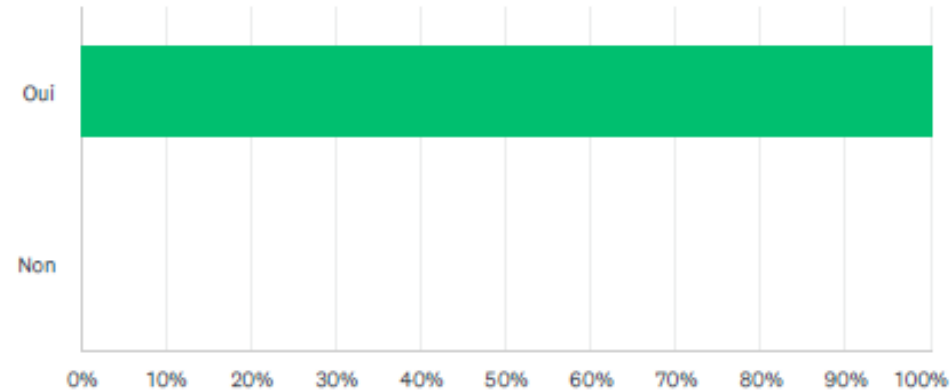
Réponses obtenues : 139 Question(s) ignorée(s) : 0



Would you
recommend
the
program to
a colleague?

Q12 Recommanderiez-vous le programme à un.e collègue?

Réponses obtenues : 139 Question(s) ignorée(s) : 0



CHOIX DE RÉPONSES	RÉPONSES	
Oui	100.00%	139
Non	0.00%	0
Nombre total de participants: 139		

#	VEUILLEZ PRÉCISER.	DATE
1	Je recommande ce programme pour les personnes qui veulent améliorer leur français.	6/20/2024 10:53 AM
2	Il est utile d'avoir des instructions individuelles et de corriger les erreurs.	6/13/2024 7:52 PM
3	Claire était une enseignante extraordinaire. Elle était très patiente.	6/12/2024 5:32 PM
4	Absolument!	4/17/2024 10:48 AM
5	Je souhaite que tous mes collègues puissent en profiter à un moment donné.	4/14/2024 8:48 PM

What suggestions
do you have for
improving ACPI's
language coaching
program?

C'est fantastique! Johanne Proulx est formidable et j'apprends de nouvelles choses chaque session! Merci infiniment pour cette occasion.	4/2/2024 8:26 AM
J'adore le partage de buts langagiers pendant la première session. J'ai tellement apprécié que Johanne Proulx a personnalisé les sessions selon mes buts personnels. Nous avons même travaillé mon CV et un entretien!	4/1/2024 8:25 PM
n/a	4/1/2024 12:11 PM
J'ai beaucoup aimé le programme et l'instructrice	3/27/2024 4:30 PM
Plus de pratique de l'écriture.	3/27/2024 1:51 PM
non	3/27/2024 12:10 PM
Je veux le faire encore! :)	3/26/2024 11:58 AM
Aucun	3/26/2024 7:54 AM
N/A	3/26/2024 6:56 AM
Rien. C'était fantastique! :)	3/26/2024 6:53 AM
Je n'ai pas des commentaires.	3/26/2024 3:58 AM
Rien	3/26/2024 3:07 AM
C'était incroyable et j'adore la personne avec qui je faisais la programme.	3/25/2024 6:37 PM
Rien. J'ai beaucoup aimé le programme.	3/25/2024 2:44 PM
Aucun!	3/25/2024 1:51 PM
Je n'ai aucune suggesstion. Antonia est superbe!	3/25/2024 1:00 PM
J'aurais aimé faire le test de placement à la fin de la formation en addition d'au début. Là j'aurais eu une meilleure idée de mon succès.	3/25/2024 12:25 PM
Pas de suggestions spécifiques.	3/25/2024 12:20 PM
Continue the focus on spoken French with the tutor	3/22/2024 12:00 PM
J'aimerais travailler avec le même tuteur pendant toute l'année scolaire	3/22/2024 11:37 AM

Current and Past Participation

- | | |
|--|--|
| <input type="checkbox"/> Algonquin and Lakeshore C.D.S.B. | <input type="checkbox"/> Ottawa Carleton District School Board |
| <input type="checkbox"/> Black Gold School Division | <input type="checkbox"/> Ottawa Catholic School Board |
| <input type="checkbox"/> Bluewater District School Board | <input type="checkbox"/> Peterborough, Victoria, Northumberland and Clarington Catholic School Board |
| <input type="checkbox"/> Border Land School Division | <input type="checkbox"/> Portage La Prairie School Division |
| <input type="checkbox"/> Brandon School District | <input type="checkbox"/> Prairie Rose School District |
| <input type="checkbox"/> Calgary Board of Education | <input type="checkbox"/> Prairie Spirit School District |
| <input type="checkbox"/> Calgary French and International School | <input type="checkbox"/> Prairie Valley District School |
| <input type="checkbox"/> Centre régional d'éducation d'Halifax | <input type="checkbox"/> Rainbow District School Board |
| <input type="checkbox"/> Christ The Redeemer Catholic Schools | <input type="checkbox"/> Regina Catholic Schools |
| <input type="checkbox"/> Christ the Teacher Catholic Schools | <input type="checkbox"/> Renfrew County Catholic District School Board |
| <input type="checkbox"/> Durham District School Board | <input type="checkbox"/> Renfrew County District School Board |
| <input type="checkbox"/> Edmonton Catholic School Division | <input type="checkbox"/> Saskatoon Public School Division |
| <input type="checkbox"/> Elk Island Public Schools | <input type="checkbox"/> SD 40 (New Westminster School Division) |
| <input type="checkbox"/> Flin Flon School Division | <input type="checkbox"/> SD 61 (Greater Victoria School Division) |
| <input type="checkbox"/> Halifax Regional Centre for Education/Centre régional d'éducation | <input type="checkbox"/> Thunder Bay Catholic School Board |
| <input type="checkbox"/> Halton District School Board | <input type="checkbox"/> Trillium Lakelands District School Board |
| <input type="checkbox"/> Greater Saskatoon Catholic Schools | <input type="checkbox"/> University of Victoria French Teacher Education |
| <input type="checkbox"/> Kelsey School Division | <input type="checkbox"/> Waterloo Catholic District School Board |
| <input type="checkbox"/> Kenora Catholic District School Board | <input type="checkbox"/> Waterloo Region District School Board |
| <input type="checkbox"/> Lakehead Public Schools | <input type="checkbox"/> Wellington Catholic District School Board |
| <input type="checkbox"/> Limestone District School Board | <input type="checkbox"/> Western School District |
| <input type="checkbox"/> Louis Riel School Division | <input type="checkbox"/> Yellowknife Catholic Schools |
| <input type="checkbox"/> Mountain View School Division | <input type="checkbox"/> Ministère de l'Éducation du Yukon |
| <input type="checkbox"/> NLSchools | |
| <input type="checkbox"/> Ottawa Carleton District School Board | |

Yearly growth
in enrolment



Distribution of school boards in rural and urban areas (2023-2024)

Répartition des conseils scolaires en milieu rural ou urbain

Provinces ou territoires	Milieu rural	Semi-urbain	Milieu urbain
Territoires du Nord-Ouest			
Yellowknife Catholic School		Env. 20 000 hab.	
Colombie-Britannique			
University of Victoria French Teachers			Env. 96 000 hab.
New Westminster School Division (SD 40)			Env. 80 000 hab.
Greater Victoria School Division (SD 61)			Env. 96 000 hab.
Alberta			
Calgary Board of Education			Env. 1 665 000 hab.
Edmonton Catholic SD			Env. 1 568 000 hab.
Saskatchewan			
Saskatoon Public SD			Env. 290 500 hab.
Christ The Teacher Catholic Schools		Env. 17 500 hab.	
Manitoba			
Border Land SD	Env. 4 400 hab.		
Brandon SD		Env. 53 700 hab.	
Flin Flon SD	Env. 6 000 hab.		
Kelsey SD	Env. 6 000 hab.		
Louis Riel SD			Env. 850 000 hab.
Mountain View SD	Env. 8 500 hab.		
Portage La Prairie SD		Env. 13 800 hab.	
Prairie Rose SD	Env. 3 000 hab.		
Prairie Spirit SD	Env. 4 000 hab.		
Western SD	Env. 10 000 hab.		
Ontario			
Bluewater DSB			Grande région de Toronto Env. 6 500 000 hab.
Durham DSB		Env. 139 000 hab.	
Lakehead Public Schools		Env. 107 000 hab.	
Ottawa Catholic SD			Env. 1 000 000 hab.
Renfrew County Catholic DSB		Env. 13 150 hab.	
Renfrew County DSB		Env. 13 150 hab.	
Peterborough, VNCCSB		Env. 190 000 hab.	
Thunder Bay Catholic SB		Env. 114 000 hab.	
Trillium Lakelands DSB		Env. 22 300 hab.	
Waterloo Catholic DSB		Env. 116 000 hab.	
Terre-Neuve-et-Labrador			
NL English SD		Env. 112 000 hab.	
Total : 29 partenaires à travers le pays			

Partner
loyalty * =
year after
year
(2023-2024)

Fidélisation des partenaires * = année de la première participation

Provinces ou territoires	2021-2022	2022-2023	2023-2024
Territoires Nord-Ouest			
Yellowknife Catholic School	Participation*	Participation	
Colombie-Britannique			
University of Victoria French Teachers			Participation*
New Westminster School Division (SD 40)		Participation*	
Greater Victoria School Division (SD 61)		Participation*	
Alberta			
Calgary Board of Education	Participation*	Participation	Participation
Edmonton Catholic SD	Participation*	Participation	Participation
Saskatchewan			
Saskatoon Public SD		Participation*	Participation
Christ The Teacher Catholic Schools			
Manitoba			
Border Land SD		Participation*	
Brandon SD			Participation*
Flin Flon SD		Participation*	
Kelsey SD			Participation*
Louis Riel SD		Participation*	
Mountain View SD		Participation*	
Portage La Prairie SD		Participation*	Participation
Prairie Rose SD			Participation*
Prairie Spirit SD			
Western SD			Participation*
Ontario			
Bluewater DSB			Participation*
Durham DSB	Participation*	Participation	Participation
Lakehead Public Schools	Participation*	Participation	
Ottawa Catholic SD			Participation
Renfrew County Catholic DSB	Participation*	Participation	Participation
Renfrew County DSB	Participation*	Participation	Participation
Peterborough, VNCCSB	Participation*	Participation	
Thunder Bay Catholic SB	Participation*	Participation	Participation
Trillium Lakelands DSB			
Waterloo Catholic DSB			Participation*
T-Nouvelle-et-Labrador			
NL English SD			Participation
Total : 29 partenaires à travers le pays			

Three Different Cohorts

- ✓ Accommodating a variety of schedules
- ✓ Planning for hiring sufficient coaches
- ✓ Weekly sessions more effective
- ✓ Enrolling in more than one cohort



Association canadienne des professionnels de l'immersion
acpi

**PROGRAMME
D'ACCOMPAGNEMENT
LINGUISTIQUE**

Améliorez votre processus d'embauche et encadrez le perfectionnement des compétences langagières de votre personnel enseignant en immersion française.

acpi.ca

Cohortes 2024-2025

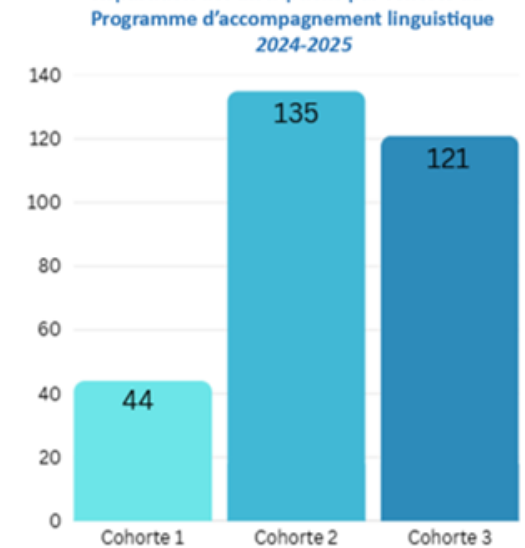
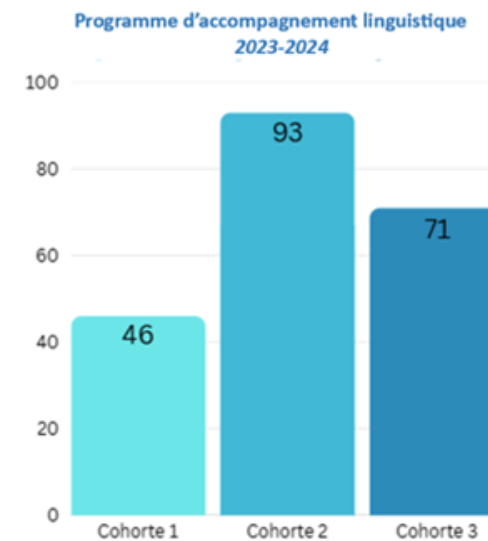
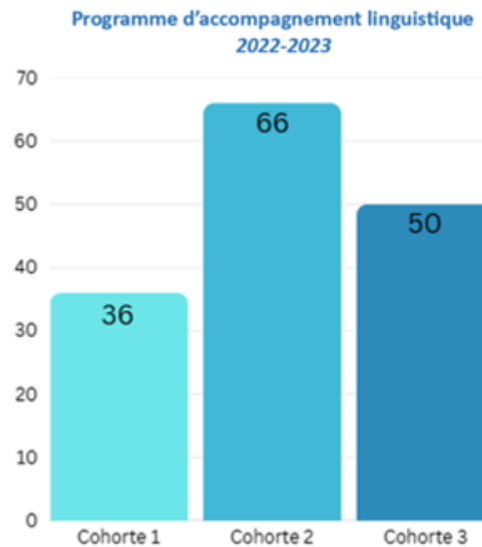
Cohorte 1	Cohorte 2	Cohorte 3
Automne 2024	Hiver 2025	Printemps 2025
Inscription avant le 30 septembre 2024	Inscription avant le 15 janvier 2025	Inscription avant le 7 avril 2025
Séances d'accompagnement (1h par semaine) : à terminer avant la fin décembre	Séances d'accompagnement (1h par semaine) : à terminer avant la fin mars	Séances d'accompagnement (1h par semaine) : à terminer avant la fin juin
<ul style="list-style-type: none">✓ Évaluer et améliorer les compétences langagières✓ Recevoir un accompagnement linguistique individualisé✓ Explorer des outils langagiers et devenir des communicateurs confiants		

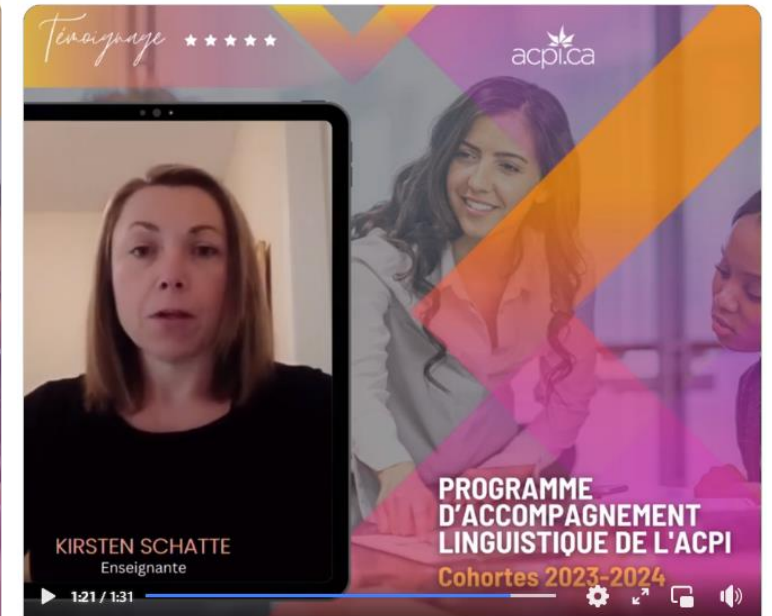
Pour participer?

Lesley Doell
ldoell@acpi.ca
(403) 422 1015

Breakdown of participants by cohort in the program

Répartition des inscriptions par cohorte au *Programme d'accompagnement linguistique* 2022-2023 à 2024-2025





Testimonies from coaches and participants

Association canadienne des
professionnels de l'immersion



CERTIFICAT

DE PARTICIPATION

PROGRAMME D'ACCOMPAGNEMENT LINGUISTIQUE

Avril 2025

LESLEY DOELL

Conseillère pédagogique nationale ACPI

CATHLEEN ARMSTRONG

Chargée de projets pédagogiques ACPI

JESSICA SAADA

Directrice générale ACPI



PREMIÈRECLASS

And five years from now?

- ✓ Acknowledgement of life-long learning
- ✓ Constant tweaking based on partner feedback and participant feedback
- ✓ Customized program
- ✓ The power of collaboration
- ✓ Concrete results in improved language proficiency over the long-term



Access the program [here](#)

Questions?
Merci!

www.acpi.ca

Lesley Doell

Manager, Educational Services

ACPI

ldoell@acpi.ca

Association canadienne des
professionnels de l'immersion

