

SUBJECT	N.E.P.N. CODE
FRENCH INSTRUCTION IN ENGLISH PROGRAM SCHOOLS	IHAH-1

I. POLICY

The Louis Riel School Division recognizes the positive impact of second language on students' general cognitive abilities and communication skills. Accordingly, the Division endorses the provision of opportunities for all students in the Louis Riel School Division to learn French as an additional language.

Further, the Division acknowledges the status of English and French as the official languages of Canada. The Division therefore values the continued implementation of French instruction in English Program Schools to promote opportunities for any students residing in the Division with minimal or limited access to French language outside the school environment.

The Division believes that instruction in French in English Program Schools supports student learning in several critical aspects:

- It maximizes authentic situations, in the school environment, that promote communication in the French language.
- It develops students' ability to communicate in French with fluency and accuracy
- It develops literacy skills in both languages.
- It promotes an appreciation of the French peoples and their cultural diversity in Canada and in other regions of the world, and in so doing, strengthens students' understanding of the relationship between cultural and linguistic development.

The School Division is committed to supporting the continued evolution and long-term sustainability of French instruction in English Program Schools in the Louis Riel School Division; therefore, it believes that adherence to specific principles and practices, as outlined in **GUIDELINES** and **PROCEDURES**, are critical to maintain the program's integrity and effectiveness.

II. GUIDELINES

A. School Organization, Program Planning and Delivery

- I. The Louis Riel School Division shall provide the opportunity for students to access a continuous program from Grade 5/6 to the end of Grade 12 in English Schools.

Adopted:	June 4, 2019	Legal References:
Revised:		

2. The Louis Riel School Division’s strategic and long-term planning shall provide the appropriate human, material, and facilities resources for French instruction in English Program Schools.
3. Resources for information and communication technology (ICT), including distance education, may support French instruction in English Program Schools.
4. School administrators will ensure, whenever possible, there is a classroom that is shared or solely dedicated to French instruction in which the French teacher can create an atmosphere that is textually, visually, aurally and culturally appropriate.
5. School administrators will follow divisional direction to ensure that schedules accommodate the appropriate blocks of time for French instruction.

B. Administrative and Human Resources Support

1. The Superintendent of Schools or designate will ensure that senior administrative personnel who supervise English Schools understand and support the principles of effective French instruction.
2. To promote the learning environment necessary for French language acquisition, all staff teaching French, whenever possible, will be bilingual (French/English), as determined by the Division’s ability to recruit and employ bilingual staff.
3. Specialist teachers of French in English Program Schools will have the opportunity to participate in ongoing, prescribed professional learning in second language methodology (language competency, methodology, instructional and assessment routines).

C. Student Services Support

1. English Program Schools support the values of inclusive education; therefore, students enrolled in French in English Program Schools who require special learning supports will receive support that does not compromise their participation in learning French.

D. Professional Learning to Support French

1. Teachers and school administrators of French instruction in English Program Schools shall access divisional services and supports when appropriate and shall demonstrate an understanding of both the philosophy and the strategies that support effective additional language teaching and learning based on the following principles and methodology:
 - a) Learning to communicate in an additional language requires authentic communication
 - b) Learning of languages to communicate develops literacy skills
 - c) A task-based or project approach facilitates the use of cognitively demanding tasks
 - d) Interactive teaching strategies increase linguistic proficiency and intellectual development
 - e) Learning an additional language to communicate requires the development of “procedural” knowledge

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2. The Division will provide ongoing professional learning for specialists of French in English Program Schools.

III. PROCEDURES

A. School Organization, Program Planning, and Delivery

1. Ongoing communication between the divisional and school administration and the meaningful participation of teaching and non-teaching staff, parents, and students is an integral part of planning to support program delivery and instruction.
2. Prior to the end of Grade 4/5, all parents shall receive information about French instruction in English Program Schools.
3. Congruent with the community's support for second language learning, the French language and culture will be visible in schools in the form of signs, bulletin boards, displays, school concerts, and extracurricular activities.
4. School staffs in the Middle and Senior Years should collaborate to build on previous learning in second language acquisition.
5. Program expectations shall adhere to provincial curricula.
6. Instruction of French will be guided by the divisional French Second Language Continuum.

B. Administrative and Human Resources Support

1. Teachers of French instruction in English Program Schools whenever possible, be bilingual (French/English).
2. The Division will endeavour to select bilingual candidates who have formal professional learning in French second language methodology or who will ensure ongoing, prescribed professional learning in second language methodology as part of their professional learning plan.

C. Professional Development to support the French Program

1. School and divisional administrators will encourage and support professional development that focuses on teachers' linguistic competency and methodology in second language acquisition.

Recommended

- [Manitoba Education Subject Time Allotments](#)

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Revised:		