

# Frequently Asked Questions

## Development of a Canadian Data Infrastructure to Enhance Teacher Recruitment, Mobility and Retention in Minority Language Schools and French Second Language Programs



### Why this project?

In recent years, school systems, superintendents, professional associations and institutions have recognized the importance of addressing the **French language teacher shortage and the challenges surrounding their recruitment and retention.**

This shortage refers to teachers in French minority language situations and to teachers in French Immersion and FSL programs in every provincial/territorial setting throughout Canada. Although various sectors (provinces/territories, school systems and local jurisdictions) have independently gathered evidence to examine these issues, there remains a **lack of accurate data** to support coherent and cost-effective teacher recruitment and retention strategies in local jurisdictions.

### What do we propose?

An effort to gather information and develop a pan-Canadian infrastructure to collect and house the data relative to French Minority Language and French Second Language teacher shortage, recruitment, mobility and retention.

### Who are the key partners involved?

The following organizations have teamed up to lead this project: the Canadian School Board Association (CSBA) and the Fédération nationale des conseils scolaires francophones (FNCSF), in collaboration with the Canadian Association of School System Administrators (CASSA) and the Regroupement national des directions générales de l'éducation (RNDGE).

### What are the goals of the project?

- To establish partnerships with key groups, organizations, and individuals in the anglophone and minority language francophone sectors to ensure that the initiative responds to the needs of school authorities and systems.
- To directly involve system and school administrators in our discussion.
- To increase the engagement and buy-in of partners and encourage the concept of shared value in creating a strategic pan-Canadian approach to information gathering, the design of data infrastructures and the sharing of existing data.
- To work in collaboration with other initiatives (re: French Language teacher shortage) to better understand the work that has already been done and the research other groups have undertaken.
- To mitigate duplication of efforts, avoid redundancy and overburden of our systems.
- To build nation-wide data infrastructures.
- To provide a follow-up report and recommendations to Patrimoine Heritage Canada.

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## What is our timeline? (subject to modifications)

- **Phase 1: January 4<sup>th</sup> to July 31<sup>st</sup>, 2021**
  - Build relationships and awareness, conduct an environmental scan, obtain stakeholder buy-in, design the database
- **Phase 2: August 1<sup>st</sup> to December 31<sup>st</sup>, 2021**
  - Data collection, school systems share their data, we analyze respondents' data, continue communication with stakeholders
- **Phase 3: January 4<sup>th</sup> to March 31<sup>st</sup>, 2022**
  - Collate and analyze data, publish results, report and recommendations

## Why participate? Who benefits?

- Federal financial support is potentially increased to aid in teacher recruitment efforts and better address the French language teacher shortage.
- We present a more unified version of the challenges and promising practices of our Canadian school systems.
- Governments' awareness and understanding of the challenges school systems face are increased.
- Governments are committed to making better decisions concerning allocation of funding for French language education in both French Minority Language settings and French Second Language programs.
- Government sectors update policies to aid in teacher recruitment, immigration, certification, and mobility.
- The data infrastructures offer a strong potential for growth in future years providing the opportunity to track changes and keep the information current nation-wide.
- Open dialogue is fostered between ministries, school systems, professional associations, and local jurisdictions to better address challenges and safeguard existing programs.
- Minority Language and Second Language stakeholders collaborate in future projects.
- Stakeholders gain insight into issues related to the shortage of French teachers, recruitment practices, teacher retention and mobility.
- The data infrastructures offer a springboard from which to develop new policies and generate strategies and solutions.
- We explore a potential sharing of resources within Canada and with other countries. • We respond more collaboratively to FML and FSL teacher shortage at provincial and local levels.
- Access to post secondary programs is supported and encouraged through this comprehensive framework.
- Post-secondary institutions are better equipped to tailor their programs to respond to the challenges and the growing needs of school systems across Canada.
- The network of concerned stakeholders is expanded.
- French language teaching positions are appreciated and perceived as adding value to the profession.
- School systems experience more direct access to federal funding for related initiatives
- Teachers experience more mobility across the provinces and territories.
- Parents, school systems and students benefit from having better access to adequate programs, qualified French Language teachers and additional funding to address the growing challenges.

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