

Putting Data to Work

Frequently Asked Questions

Developing a cloud-based data infrastructure to enhance teacher recruitment, mobility and retention in francophone minority language schools and in French Second Language and Immersion programs across Canada



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 recruitment and retention.

Although various sectors, (provinces / territories, governments, school systems and universities) have gathered information independently in order to study and monitor these issues, a lack of pertinent and reliable data persists to support the development of coherent and cost-effective recruitment and retention strategies for effective workforce planning and enlightened decision-making.

What do we propose?

This project is an effort to gather quantitative data by developing an automated, cloud-based 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) have teamed up to lead the project. CLÉ and SciANce Inc. have partnered with this team to develop the technology infrastructure.

What are the goals of the project?

- Mobilize key partners in education through collaboration
- Generate accurate, standardized, quantitative data to confidently define the French teacher shortage infrastructures and the sharing of existing data.
- Enhance workforce planning
- Identify recruitment and retention trends
- Gather input from school system administrators to determine what data is relevant for them
- Minimize duplication of efforts for HR and IT departments
- Provide a versatile educational data collection tool with future potential

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What is our timeline? (subject to modifications as project moves forward)

- **Phase 1: January 4, 2021 to December 31, 2021**

Build relationships and awareness, conduct an environmental scan, obtain stakeholder buy-in at the national level, design the database

- **Phase 2: January 1, 2022 to December 31, 2022**

Promote project and database in provinces et territories, validate metrics pertinent to school systems, launch five (5) pilots project in francophone regions, create a platform to facilitate direct connection of small boards to the cloud-based infrastructure, extract and test first data from our pilot systems, de create secure, cloud-based framework and web interface, pursue communications with all stakeholders.

- **Phase 3: January 4, 2023 to March 31, 2024**

Promote project in local jurisdictions to expand participation from 5 pilot systems to all francophone boards, design and test local dashboards, launch national data collection in 300 anglophone systems, publish dashboards representing data in various ways, report on and publish results.

Why participate? Who benefits?

- Influence decision-making in the allocation of government funding to aid in teacher recruitment efforts.
- Present a more unified version of the challenges and promising practices of our Canadian school systems.
- Aid government in updating policies for teacher recruitment, immigration, certification, and mobility.
- Promote open dialogue between ministries, universities and school systems to collaborate in meeting challenges and preserving programs
- Gain a better understanding of the variables affecting the FSL teacher shortage across Canada
- Offer data as a springboard from which to develop new policies and generate strategies and solutions.
- Explore a potential sharing of resources within Canada and with other countries.
- Respond more collaboratively to FML and FSL teacher shortage at provincial and local levels.
- Support and encourage access to post secondary programs
- Better equip post-secondary institutions to tailor their programs to respond to the challenges and growing needs of school systems across Canada.
- Expand the network of concerned stakeholders.
- Inform HR decision-making in all matters of recruitment and retention of French teachers
- Inform and support the professional continuum with accurate data, from teacher education to teacher retention
- Access reliable standardized data from across Canada
- Develop an appreciation for French language teaching positions and perceive them as adding value to the profession.
- Provide data for increased access to programs, qualified French language teachers and additional funding to address the growing challenges.
- Develop a versatile technology framework that allows for data collection in all areas of education

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