



Minutes

THE MINUTES OF THE FRENCH AS A SECOND LANGUAGE ADVISORY COMMITTEE MEETING held on Wednesday, April 26, 2023 at 6:30 p.m. via Google Meet by using: <https://meet.google.com/rmf-fhix-ost>

PRESENT: Jenny Leahy, Aniela d’Avernas, Autumn Scott, Stacey Sambrook, Meaghan Tahon, Alan Morin, Lynne Milette-Carroll, Mélanie Bergeron-Langlois

Regrets: Mandy-Sue Dubreil-Citro, Donna Paquette, Natacha Couillard, Lisa Heitzner

Administration: Sheila Piggott, Adam White

Recorder: Shannon Carr

A. Call to Order:

1. Territorial Recognition - Adam

Sheila Piggott asked Adam White to lead with the Territorial Recognition.

2. Opening Prayer - Adam

Adam presented the Opening Prayer via a recording that was spoken in french by students. Adam translated the prayer for non speaking french committee members.

3. Welcome & Introductions

Adam thanked everyone for attending the meeting and asked members to introduce themselves and their role on the committee.

4. Additions to the Agenda

None.

5. Approval of the Agenda

MOTION: Moved by Lynne Milette-Carroll, seconded by Jenny Leahy that the Agenda be approved as presented.

Carried

6. Approval of the Minutes of the Meetings on [April 20, 2022](#) and [November 9, 2022](#)

Lynne Milette-Carroll asked for her name to be moved to “Regrets” as she did not attend the April 20, 2022 meeting.

MOTION: Moved by Aniela d’Avernas, seconded by Alan Morin that the Minutes of April 20, 2022 be approved as amended.

Carried

Lynne Milette-Carroll asked for her name to be moved to “Regrets” as she did not attend the November 9, 2022 meeting.

MOTION: Moved by Stacey Sambrook, seconded by Meaghan Tahom that the Minutes of November 9, 2022 be approved as amended.

Carried

7. Business Arising from the Minutes

Aniela asked for an update on Discussion/Presentation Item 4 “ACPL Language Coaching Program” of the April 20th minutes.

Adam explained that the program came from a pilot project grant from OPSBA and Queen's University. The board offered this pilot program to several new teachers (hired within the last 5 years) and a few experienced teachers who wished to improve their French language. Participating Teachers were paired with language coaches (retired French Teachers) and received 8-10 classes of direct instruction through French curriculum documents to target their goals of French improvement

Adam said the program was a great success and had 13 Teachers participate. Some Teachers continued into a second section and some Teachers dedicated not to as it was during personal time. Adam will be meeting with Leslie (program coordinator) in June and Leslie will give Adam an overview of data collected on improvements.

B. Discussion/Presentations:

1. Entry Point for French Immersion (Kindergarten vs. Grade 1)

Adam expressed the board is looking for preliminary advice on if PVNC should continue to offer French Immersion beginning in Year 1, or does PVNC begin to offer French Immersion beginning of Grade 1? The reasoning for this topic is the constant strain on school boards trying to fill their French Immersion staffing positions. The question then becomes, “What is in the best interest of the student?” if students begin French early (with the possibility of having an English speaking teacher) in French Immersion or wait until Grade 1 and have a French speaking teacher? Adam stated PVNC is one of the 35 (out of the 57 school boards in Ontario) that start French Immersion in Year 1.

Adam started the discussion by stating that research states it is best to start students in French Immersion beginning in Kindergarten. However, practically having an English speaking teacher in French immersion class may not give students the strong lessons/support needed to start learning a language that young. Sheila stated Human Resource is able to staff every position on the first day of school but the issues happen when someone goes on leave due to maternity leave or injury etc. then how does the board fill that position with no French Immersion staff left?

Adam provided a jamboard for committee members to provide their thoughts/opinions on the above topic. Examples of items on the jamboard are:

- i. “Students would be used to school/school day before they begin learning a second language. Perhaps too overwhelming for a Year 1 student.”
- ii. “Research shows that young students first develop their oral language skills. Vital for both educators to feel confident in their French speaking skills.”
- iii. “They don't know any different - when we go to school we learn French”

The committee participated in a group discussion regarding input put on the jamboard.

2. Elementary Scheduling Recommendations (Common Prep Coverage)

Sheila advised the committee that research has shown the “Right to Read” has improved kids' success with the classroom teacher during instructional time. Since this is the case, the board's Human Resource department has worked with OECTA to create a different schedule for Kindergarten to Grade 3 prep and planning. English prep and planning will move from integrated literacy to science and social studies. French prep and planning will move from integrated literacy to religion, fully alive and health.

This should allow classroom teachers to work with students more and would allow prep and planning teachers to report on the above topics for those grades.

3. PD Planning for 2023-24

Adam asked what are some needs that committee members are aware of/hearing about for Professional Development opportunities? Adam asked to put ideas in the jamboard. Some jamboard ideas included:

- i. “mentoring by experienced French teachers”
- ii. “DELFL training and in-school CIs to develop tasks that help students develop related skills”
- iii. “Newer resources and PD around CEFR and how to use it in the classroom - what does it look like? More sharing of best practices”

Adam asked if there were any specific questions/ideas that people wanted to highlight? Nothing was brought forward.

C. Information Items:

1. Report on Funding and Board Projects - Adam White

Adam provided an update on Ministry spending and projects. Many professional development projects have happened in elementary schools. Unfortunately not all schools have been able to participate due to supply issues. However, due to collaborative learning by teachers, teachers will/have collaborated their professional development learning with those teachers not able to attend due to supply issues.

Along with 4 other school boards, PVNC participated in a piloted project. The project was a french concert. Clerel made an educational video of his life/learning experiences, performed songs and the last 10 minutes of the concert, he answered questions that were submitted by PVNC students. The project cost about \$1500 through partnership of a new group in York University. This project was a huge success and is now being released province wide.

Meaghan Tahon asked “Did the enrichment school grant come out this year?” Adam clarified that the grant he is referring to above is the enrichment school grant. 24 schools participated.

2. DELFL Update - Adam White

Currently, PVNC Peterborough students (students attending Holy Cross C.S.S. and St. Peter C.S.S.) are in the middle of their 2 week DELFL exam. This year, we have 4 students doing B2 testing and 42 students doing B1 level testing.

Immediately following, PVNC Clarington students (students attending Holy Trinity C.S.S. and St. Stephen C.S.S.) will start their 2 week DELFL exam. This year, we have 15 students doing B2 testing and 39 students doing B1 level testing.

Students that attend St. Mary C.S.S in Cobourg are split between the two sessions (Peterborough session and Clarington session) and this year we had no students from St. Thomas Aquinas C.S.S. participant. Adam is excited to see test results to further understand where our students are in their learning journey.

3. Update on French Reading Coaches Projects - Stacey Sambrook

Stacey shared that herself, Michelle and Chevon are the three Reading Coaches that support French students. There are seven reading coaches in total. Stacey, Michelle and Chevon are able to support primary lead teacher, junior lead teacher, SERTS and administrator at all 6 French Immersion (FI) schools.

The FI reading coaches created a Tier 1 level binder of resources that support structure literacy and all resources included are free. The coaches provided one binder per FI school. Each key resource has a QR code and the QR code will take the teacher directly to the resource website.

Coaches are busy conducting middle of the year screeners. Coaches are screening Kindergarten to Grade 2 students in both French and English. Currently a new screener is being piloted in 5 school boards. Reading Coaches are patiently waiting for what will happen with this piloted project. Coaches are hopeful this pilot will be successful and will provide them with another screener option. Structure literacy french advocates are advising the Ontario Institute for Studies in Education (OISE) team to have the new screener rolled out as soon as possible.

1,005 slides created to support phonics in teaching literacy. When the coaches presented this to school administrators, some Principals thought the link would be helpful for core french teachers.

4. Member updates - All

OECTA representatives were not able to make this meeting due to a schedule conflict. An OECTA representative asked Adam to pass along the question they had. The question was seeking clarification on the clause in the Collective Agreement around new teachers receiving self-directed PD time, how this was determined and who was eligible for these days.

Adam asked Sheila Piggott to answer this question as a representative of the Senior Team. Sheila said there is a lot of give and take during negotiations for a collective agreement. Sheila stated it is very common for school boards to hire full time french teachers but after the first year, the teachers switch to english. To prevent this from happening, it was part of the collective agreement that if French teachers are hired, they must teach in a French position for a minimum of 3 years. Sheila expressed that this requirement is very common in boards. In return, it was agreed that each french teacher within those 3 years will receive two half days in self direct french time.

Adam asked if any OECTA members within the meeting have any follow up questions in the absence of OECTA reps? No responses.

Adam asked student representative, Autumn, if she has any updates from a student perspective around french learning and the french program in general?

Autumn said the overall morale of the french program is really good and feels students have a lot of good resources to support their learning. By Grade 11 she has

done French for so long that it feels normal and loves attending class. Students are still learning new things even in the older grades and it is exciting to take a deeper look into the French verbs and vocabulary.

Autumn acknowledged the amazing French teachers at her school and stated it helps the younger students have an easy transition to highschool from Grade 9.

Autumn expressed the only thing that stresses students out (to her knowledge) is the DELF exam. However, Autumn acknowledges that there are a lot of good resources for students to reference and help prepare. Adam asked Autumn to let him know if she (or her peers) have any suggestions on how to make it easier to prepare for the DELF exam.

D. Next Committee Meeting:

1. To be Confirmed – Catholic Education Centre

Shannon expressed the tentative date is Wednesday, November 8, 2023 but waiting on confirmation. Shannon will provide confirmation closer to the date.

2. Selection of member for Opening Prayer for next meeting

Stacey Sambrook volunteered to do the opening prayer at the next meeting.

3. Selection of member for Closing Prayer for next meeting

Jenny Leahy volunteered to do the closing prayer at the next meeting.

E. Conclusion

1. Closing Prayer - Adam White

Adam presented the Closing Prayer via recording that was spoken in french by students. Adam translated the prayer for non speaking french committee members.

2. Adjournment

MOTION: Moved by Lynn Milette-Carroll, seconded by Meaghan Tahon that the meeting is adjourned at 6:17 p.m.

Carried