

**TEACHER RECRUITMENT AND RETENTION STRATEGY IN MINORITY
FRENCH-LANGUAGE SCHOOLS AND IN FRENCH IMMERSION AND
SECOND-LANGUAGE PROGRAMS**

**TEACHER RECRUITMENT AND RETENTION FOR MINORITY-LANGUAGE
EDUCATION IN ALBERTA**

ALBERTA

Targeted Years: 2021-2022 to 2022-2023

This project will be funded under the *Canada–Alberta Agreement on Minority-Language Education and Second-Language Instruction 2020-21 to 2022-23.*¹

Linguistic Objective French Minority-Language: 100%	Educational Levels Elementary and secondary
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Targets

- 24 francophone high schools have had one information session on the teacher profession using career guidance strategies by December 2021.
- 75% of new teachers in francophone schools are confident or very confident in their abilities to teach in a minority setting.
- 85% of new teachers in francophone schools express pride in teaching in a minority-language school.
- 5% teacher turnover each year in francophone schools.

Performance Indicators

- Number of francophone high schools that have had one information session on the teacher profession using career guidance strategies by December 2021.
- Percentage of new teachers in francophone schools that are confident or very confident in their abilities to teach in a minority setting.
- Percentage of new teachers in francophone schools that express pride in teaching in a minority-language school.
- Percentage of teacher turnover each year in francophone schools.

Context

In recent years, Canada has experienced an increase in teacher turnover, with approximately 40% of Alberta teachers leaving the profession within the first five years. This situation is even more alarming for francophone school boards as the pool of potential French teachers is already limited.

The four francophone school boards in Alberta have felt the cumulative effects of increasing student enrollments and the decreasing number of available teachers. Currently, each of the francophone school boards engages in recruitment practices on their own, mostly because of the lack of financial resources to coordinate a common approach. In addition, strategies that promote the teaching profession in francophone schools are practically non-existent.

Project Description

This project will be coordinated by the Fédération des conseils scolaires francophones de l’Alberta (FCSFA) and proposes a two-fold approach to recruitment and retention of francophone teachers for French-language minority education in Alberta.

The first component consists of consolidating the resources of the four francophone school boards in order to promote francophone education and recruit teachers. To do this, a structure will be created and will include the hiring of two recruiters as provincial agents representing the francophone school boards at the various job fairs and faculties of education in the province, and the hiring of a coordinator for the initiatives to promote the teaching profession and opportunities for networking and mentoring.

¹ The negotiation of a Canada–Alberta agreement on minority-language education and second-language instruction is currently underway to cover the period of 2020-2021 to 2022-2023. It is within this agreement that the contractual obligations will be confirmed for the project in question.

Additionally, tools will be developed to define the skills needed in future teachers and to better target potential candidates. An advertising campaign will be deployed at the provincial level to make senior high school students aware of the teaching profession, French professional material focused on the French-speaking teaching profession in Alberta will be developed, and finally, an orientation program on education in minority settings will be offered to beginning teachers in the four francophone school boards in the province.

The second component is to create work environments that foster cooperation in the profession including a strong mentoring program and effective leadership support that allow beginning teachers to develop a strong sense of personal effectiveness. To do this, guidelines in French will be developed to ensure a caring and welcoming work environment in a francophone minority setting and a two-year shared responsibility school mentoring program will be implemented. Teachers will select specific professional areas, such as classroom management, instructional planning and communication with parents, in which they will be interested in supporting new teachers. Next, a survey aimed at collecting data on teachers' perception of the profession in a minority setting during the first two years of teaching will be developed and implemented. Finally, work tools will be developed and made accessible to new teachers.

Main Activities

Component 1: Consolidate resources for the purpose of promoting francophone education and recruiting teachers

- Develop an impact assessment tool to monitor the results of attending the different job fairs and education faculties for the recruitment of teachers;
- Develop a complete profile of competencies needed in future teachers based on school needs, employee demographics and enrollment forecasts;
- Develop a provincial pre-screening French interview guide that would be used to preselect potential teachers;
- Coordinate a province-wide advertising campaign in francophone schools to raise high school students' awareness of the teaching profession by using career guidance strategies;
- Develop French promotional material focused on promoting the teaching profession and francophone education in Alberta;
- Develop and offer a common orientation program in French for beginning teachers focused on teaching in a minority setting.

Component 2: Mentorship and Teacher Empowerment

- Develop French guidelines for a welcoming work environment in francophone minority settings;
- Develop a two-year shared responsibility school mentoring program;
- Develop and implement a survey of new teachers;
- Develop tools for new teachers.

Expected Results

- The teaching profession is promoted at the provincial level and more particularly among senior high school students.
- New teachers in francophone schools are confident and have the skills to teach in a minority context.
- Francophone school boards have data on the impact of recruitment efforts at job fairs and in faculties of education.
- The teacher turnover rate in francophone schools is 5% per year.

Timeline

Summary of Initiatives/Activities/Steps	Timeline 2021-2022 and 2022-2023	
	Start Date (2021-04)	End Date (2023-03)
Component 1: Consolidate resources for the purpose of promoting Francophone education and recruiting teachers		
<ul style="list-style-type: none"> • Develop an impact assessment tool to monitor the results of attending the different job fairs and education faculties for the recruitment of teachers; • Develop a complete profile of competencies needed in future teachers based on school needs, employee demographics and enrollment forecasts; • Develop a provincial pre-screening French interview guide that would be used to preselect potential francophone teachers; • Coordinate a province-wide advertising campaign in francophone schools to raise high school students' awareness of the teaching profession by using career guidance strategies; • Develop French promotional material focused on promoting the teaching profession and francophone education in Alberta; • Develop and offer a common orientation program in French for beginning teachers focused on teaching in a minority setting. 	2021-04	2021-12
	2021-04	2021-12
	2021-04	2021-12
	2021-04	2021-12
	2021-04	2023-03
	2021-04	2023-03
Component 2: Mentorship and Teacher Empowerment		
<ul style="list-style-type: none"> • Develop French guidelines for a welcoming work environment in francophone minority settings; • Develop a two-year shared responsibility school mentoring program; • Develop and implement a survey of new teachers; • Develop tools for new teachers. 	2021-04	2023-03
	2021-04	2023-03
	2021-04	2023-03
	2021-04	2023-03

Summary of Expenditures

Total Expenditures per Initiative/Activity/Step				
Initiative/Activity/Step	Expenditure Categories	Fiscal Year	Amount	
			Canada	P/T
Component 1: Consolidate resources for the purpose of promoting Francophone education and recruiting teachers				
- 2 recruiters (2yrs at \$60,000/year X 2 recruiters). - 1 designer of the content of promotional material (2yrs at \$60,000/year) - Graphic designer	Professional Fees	2021-2022	\$112,200	\$74,800
		2022-2023	\$94,000	\$94,000
- Travel to job fairs, faculties of education and francophone schools across the province	Travel Expenses	2022-2023	\$7,500	\$7,500
- Promotional material and resources	Promotion and Communication	2021-2022	\$15,000	\$10,000
		2022-2023	\$12,500	\$12,500
Sub-total Component 1			\$241,200	\$198,800

Component 2: Mentorship and Teacher Empowerment				
- Contractor for development of supporting materials (\$60,000/year)	Professional Fees	2021-2022	\$102,000	\$68,000
- Coordinator for mentorship Program (\$110,000/year)		2022-2023	\$85,000	\$85,000
- Coordinator travel expenses for remote and rural schools	Travel Expenses	2021-2022	\$3,000	\$2,000
		2022-2023	\$2,500	\$2,500
- Substitute / absence cost for professional coaching / networking	Training and Professional Development	2021-2022	\$7,200	\$4,800
		2022-2023	\$6,000	6,000
- Document production	Promotion and Communication	2021-2022	\$3,000	\$2,000
		2022-2023	\$2,500	\$2,500
Sub-total Component 2			\$211,200	\$172,800
Total			\$452,400	\$371,600

Planned Budget

Fiscal Year	Canada Contribution	Portion of Canada contribution to key stakeholders	Provincial Contribution	Total
2021-2022	\$242,400	Francophone school authorities - \$242,400	\$161,600	\$404,000
2022-2023	\$210,000	Francophone School Authorities - \$210,000	\$210,000	\$420,000
Total	\$452,400	\$452,400	\$371,600	\$824,000

Approved by the Minister of Official Languages on this 23th day of March 2021.