

FIRST AMENDMENT

This amendment was concluded on May 10, 2022.

This amendment came into effect on April 1st, 2021.

Purpose of the amendment: Revision of the timeline, summary of expenditures, and planned budget

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

TEACHER RETENTION AND RECRUITMENT IN FRENCH IMMERSION AND SECOND-LANGUAGE PROGRAMS

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.*

<p>Linguistic Objective French Second Language: 100%</p>	<p>Educational Level Postsecondary, French Specialization (B.Ed. program and Graduate Education programs)</p>
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Targets

- 58 school jurisdictions are surveyed.
- 20 places are made available for the online B.Ed. undergraduate program and 20 places for the online professional development courses at the graduate level.
- 80% of French immersion and FSL teachers surveyed are confident in their ability, in their preparedness to teach, and in their second-language pedagogy.
- 30 students are enrolled in B.Ed. and 10 students are enrolled in a graduate program with a focus on French-language pedagogy.
- 90% of pre-service teachers coming out of the B.Ed. program find a job after they finish their program.
- 50% of school districts are surveyed and reporting an increased retention rate of French-language teachers.

Performance Indicators

- Number of school jurisdictions that have completed the survey to establish the need for French teachers in French immersion programs and FSL courses.
- Number of places available for the online B.Ed. undergraduate program and for the online professional development courses at the graduate level for French immersion and FSL teachers.
- Percentage of French immersion and FSL teachers surveyed indicating their level of confidence, preparedness to teach, and confidence regarding the second-language pedagogy.
- Number of students enrolled in undergraduate and in graduate programs with a focus on French-language pedagogy.
- Percentage of pre-service teachers coming out of the B.Ed. program who will have found a job.
- Percentage of school districts reporting an increased retention rate of French-language teachers.

Context

Currently, Alberta does not have data on the number of French immersion or FSL teachers in the province. A system to collect pertinent data is needed in order to glean a clear picture of the situation and needs. The data collection will assist in tracking the success of current and future French teacher recruitment and retention initiatives. In order to provide targeted supports to increase retention and plan for future retention projects, there is a need for a clearer understanding of the specific challenges faced by urban and rural French-language teachers in Alberta.

Project Description

Led by the Werklund School of Education at the University of Calgary, this project aims to address these issues by focusing on two initiatives: 1) Research and Data Collection and 2) Access and Student Recruitment.

The first initiative includes data collection to better understand, monitor and report on the state of teachers’ recruitment and retention in Alberta. Through partnerships with school divisions, quantitative data will be collected. This phase will also include a qualitative study to capture and identify how the teaching profession, and specifically French teaching, is perceived. To achieve a greater recognition and appreciation of teaching and learning French immersion programs and FSL courses, the perception within the field will be sought. An advisory committee of disciplinary researchers, school district and community partners will meet regularly to provide expert advice on this project.

The second initiative consists of providing additional graduate and undergraduate courses in French to future teachers and to current teachers in the field. Leveraging strength in pedagogical approaches of discipline-based programs and expertise in online teaching, more access will be provided to applicants in rural and remote communities. Through collaborating with partners and marketing programs in the province of Alberta, a greater pool of teacher applicants would be available. Also, to attract teachers who may not currently wish to take a graduate program, the first course in the certificate will be offered as an open-studies course. Additional online courses will also be offered in French to the wider population. Finally, a recruitment strategy will be implemented which will focus on recruiting undergraduate applicants from Alberta, recruiting teachers who already have a degree in French and teaching experience by offering professional development opportunities, and recruiting additional French pedagogy specialists to teach undergraduate and graduate courses.

By implementing this project, the Werklund School of Education will be well situated to recruit, retain and prepare potential teachers for French immersion and FSL programs.

Main Activities

Initiative A - Research and Data Collection

Component 1 - Quantitative Online Survey

- Survey and data collection development;
- Surveying school boards;
- Focus group with researchers in the field;
- Data analysis;
- Development of implementation plan.

Component 2 - Qualitative Study

- Development of interviews protocol;
- Data collection with teachers;
- Focus group with experts in the field for expert knowledge;
- Data analysis.

Initiative B - Access and Student Recruitment

Component 1 - Online Pedagogical Open Studies Courses

- Development of course outlines;
- Preparation for the online delivery;
- Meeting with experts in the field for expert knowledge;
- Hire specialists to teach content in French.

Component 2 - Online Graduate Certificate and Open Studies Courses

- Development of professional development courses;
- Meeting with experts in the field for expert knowledge;
- Recruitment of teachers to take the courses.

Component 3 - Marketing and Recruitment

- Development of marketing strategy;
- Meeting with experts in the field for expert knowledge.

Expected Result

- School divisions have a better understanding of the current state of teacher recruitment and retention in Alberta in French immersion and FSL programs.
- French immersion and FSL teachers have access to improved and targeted support.
- Online programs are offered to provide greater access to French education and pedagogy.
- Teachers have greater support in their professional work and are more likely to remain teaching in French immersion programs and FSL courses.
- 30 students are enrolled in B.Ed. and 10 students are enrolled in a graduate program with a focus on French-language pedagogy.
- 90% of pre-service teachers coming out of B.Ed. program find a job after they finish their program.
- 50% of school districts report an increased retention rate of French-language teachers.

Timeline

Summary of Initiatives/Activities/Steps	Timeline 2021-2022 to 2022-2023	
	Start Date (yyyy-mm)	End Date (yyyy-mm)
INITIATIVE A: Research and Data Collection		
Component 1: Quantitative Online Survey - Survey and data collection development; - Surveying school boards; - Focus group with researchers in the field; - Data analysis; - Development of implementation plan.	2020-12	2023-06
	2020-12	2023-06
Component 2: Qualitative Study - Development of interviews protocol; - Data collection with teachers; - Focus group with experts in the field for expert knowledge; - Data analysis.		
INITIATIVE B: Access and Student Recruitment		
Component 1: Online Pedagogical Open Studies Courses - Development of course outlines; - Preparation for the online delivery; - Meeting with experts in the field for expert knowledge; - Hire specialists to teach content in French.	2021-04	2023-06
	2021-04	2023-06
Component 2: Online Graduate Certificate and Open Studies Courses - Development of professional development courses; - Meeting with experts in the field for expert knowledge; - Recruitment of teachers to take the courses.	2021-04	2023-06
	2021-04	2023-06
Component 3: Marketing and Recruitment - Development of marketing strategy; - Meeting with experts in the field for expert knowledge.		

Summary of Expenditures

Total Expenditures per Initiative/Activity/Step				
Initiative/Activity/Step	Expenditure Categories	Fiscal Year	Amount	
			Canada	P/T
INITIATIVE A: Research and Data Collection				
Component 1: Academic Lead Researchers Research Assistant	Professional Fees	2021-2022	\$59,400	\$39,600
		2022-2023	\$49,500	\$49,500

SCHEDULE 3-RR-6

Meeting to disseminate findings	Travel Expenses	2021-2022 2022-2023	\$1,500 \$1,250	\$0 \$2,250
Meetings with Advisory committee and research partnerships with school authorities. Overhead	Other Project Expenses	2021-2022 2022-2023	\$3,840 \$3,590	\$11,260 \$17,510
Sub-total Component 1			\$119,080	\$120,120
Component 2: Academic Lead Researchers Research Assistant	Professional Fees	2021-2022 2022-2023	\$66,960 \$55,800	\$44,640 \$55,800
Site trips to conduct interviews Dissemination	Travel Expenses	2021-2022 2022-2023	\$3,000 \$2,500	\$0 \$4,500
Meetings with Advisory committee and research partnerships with school authorities. Overhead	Other Project Expenses	2021-2022 2022-2023	\$4,180 \$3,930	\$12,685 \$19,935
Sub-total Component 2			\$136,370	\$137,560
Total Initiative A			\$255,450	\$257,680
INITIATIVE B: Access and Student Recruitment				
Component 1: Academic Lead Instructors	Professional Fees	2021-2022 2022-2023	\$51,840 \$43,200	\$34,560 \$43,200
Focus group/meetings with researchers in the field	Training and Professional Development	2021-2022 2022-2023	\$1,500 \$1,250	\$1,000 \$1,250
Bursaries for students Meetings with Advisory committee and research partnerships with school authorities. Overhead	Other Project Expenses	2021-2022 2022-2023	\$9,782 \$8,532	\$11,929 \$25,179
Sub-total Component 1			\$116,104	\$117,118
Component 2: Academic Lead Instructors	Professional Fees	2021-2022 2022-2023	\$51,840 \$43,200	\$34,560 \$43,200
Focus group/meetings with researchers in the field	Training and Professional Development	2021-2022 2022-2023	\$1,500 \$1,250	\$1,000 \$1,250
Bursaries for students Meetings with Advisory committee and research partnerships with school authorities. Overhead	Other Project Expenses	2021-2022 2022-2023	\$9,782 \$8,532	\$14,429 \$22,679
Sub-total Component 2			\$116,104	\$117,118
Component 3: Marketing consultant	Professional Fees	2021-2022 2022-2023	\$15,120 \$12,600	\$10,080 \$12,600
Travel for promotion	Travel Expenses	2021-2022 2022-2023	\$3,000 \$2,500	\$0 \$4,500
Focus group/meetings with researchers in the field		2021-2022 2022-2023	\$1,500 \$1,250	\$1,000 \$1,250

	Training and Professional Development			
Promotional materials	Promotion and Communication	2021-2022 2022-2023	\$3,000 \$2,500	\$2,000 \$2,500
Meetings with Advisory committee and research partnerships with school authorities. Overhead	Other Project Expenses	2021-2022 2022-2023	\$2,405 \$2,155	\$6,126 \$6,376
Sub-total Component 3			\$46,030	\$46,432
Total Initiative B			\$278,238	\$280,668
Total Initiatives A+B			\$533,688	\$538,348

Planned Budget

Fiscal Year	Canada Contribution	Portion of Canada contribution to key stakeholders	Provincial/ Territorial Contribution	Total
2021-2022	\$290,149	Werklund School of Education (University of Calgary) \$290,149	\$224,869	\$515,018
2022-2023	\$243,539	Werklund School of Education (University of Calgary) \$243,539	\$313,479	\$557,018
Total	\$533,688	\$533,688	\$538,348	\$1,072,036

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