

French Immersion Program Review



2012 /2013

FRENCH IMMERSION PROGRAM REVIEW PURPOSE

A strong French Immersion program is a feature of West Vancouver School District. In an effort to maintain this high quality, progressive program, periodic reviews are conducted. The purpose of this review will be to examine current practice, explore the perceptions of stake holders, reflect and consider implications of these findings. Teacher evaluations are not in any way, part of this review.

French Immersion Advisory Committee (FIAC) Purpose

The committee is an inclusive committee established to provide input to the district on any aspect of our French Immersion Programs.

FIAC is central to the planning for the FI Review.

FIAC members include:

- a parent rep from each FI school
- a teacher rep from each FI school
- the principal of each FI school
- Dave Eberwein (Assistant Superintendent)
- Gary Kerns (Director)
- Deb Podurgiel (Executive Assistant)
- John Simpson (consultant)

Gathering Information for the Review






Input was acquired from a large variety of sources. To this end, the following “Data Gathering Processes” were developed:

- Parent Survey
- Student Survey
- Student Focus Groups
- Parent Focus Groups
- Interviews of SD 45 French Immersion teachers.
- Interviews with French Immersion Coordinators from other lower mainland School Districts
- Discussions with University “Admissions” personnel.
- Review of French Elective Course Offerings in other Lower Mainland Districts.
- Review of Attrition Data, and Barager “enrolment by residence location” data



Key Findings – Strong Support

Q1 As a parent, I found the French Immersion Program to be educationally very beneficial:

Response	Frequency	Percent	Mean: 3.56
Strongly Agree	140	60.61	
Agree	82	35.50	
Disagree	7	3.03	
Strongly Disagree	2	0.87	
Missing	0	0.00	

The information collected clearly demonstrates that the French Immersion Program in West Vancouver is recognized as an exceptionally strong program.







Key Findings – Why French Immersion?

Q3 Why did you choose the French Immersion Program for your Child/Children? (Please choose all that apply)

Response	Frequency	Percent	Mean: -
Parental Decision	150	64.94	
Reputation of Program	105	45.45	
Proximity to School	45	19.48	
Second Language opens Future Doors	191	82.68	
More Challenge sought	134	58.01	
Social aspect	42	18.18	
Family Background	61	26.41	
Student Decision	35	15.15	
Missing	0	0.00	

Key Findings -- Elective Courses at Secondary

Q13 Parents of secondary students only: I am satisfied with the variety of French Immersion course offerings at Sentinel Secondary School:

Response	Frequency	Percent	Mean: 2.41
Strongly Agree	21	9.09	
Agree	61	26.41	
Disagree	140	60.61	
Strongly Disagree	9	3.90	
Not applicable I am a parent of an elementary student	0	0.00	
Missing	0	0.00	

Choices relate to student numbers

Key Findings -- Community is very “Pro French Immersion”

- Over 20 per cent from outside SD45
- Early French Immersion program cannot meet demand
- Space available in some schools

Recommendation #1

Consider establishing an additional Late French Immersion site

Key Findings – A Clear Purpose

- Seeking more challenge / “Natural Filtering System”

Versus

- Perception of insufficient “Formal Learning Support”

Recommendation #2

Establish a Vision for French Immersion in SD45

High School Attrition

Q8 Higher Grades are more difficult to achieve in French Immersion than in the English Program:

Response	Frequency	Percent	Mean: 2.81
Strongly Agree	52	22.51	
Agree	98	42.42	
Disagree	66	28.57	
Strongly Disagree	15	6.49	
Missing	0	0.00	

Q9 If you know of People who have left the Program before Graduation, what Reason(s) was/were shared with you? (Please choose all that apply)

Response	Frequency	Percent	Mean: -
School Location	19	8.23	
Sufficient Language Experience Attained	23	9.96	
Prospect of Better Student Performance in English	137	59.31	
Social Reasons	49	21.21	
Program Issues	76	32.90	
Unknown	41	17.75	
Missing	14	6.06	

Many Reasons...

Key Findings – Popular Concerns

- “Soften transition to High School”
- Availability and selection of appropriate French resources
- Cedardale compared with Pauline Johnson
- More suggested resources for parents
- Amount of homework

Recommendation #3

Develop and Implement Strategies to increase “Professional Collaboration” opportunities

Key Findings – Cedardale vs Pauline Johnson

- Cedardale's youth vs. Pauline Johnson's tradition
- Cedardale's structure and facility

Recommendation #4

Consider establishing a High Profile “Theme” program for Ecole Cedardale

Recommendations:

Recommendation #1

Consider establishing an additional Late French site

Recommendation #2

Establish a Vision for French Immersion in SD#45

Recommendation #3

Develop and Implement Strategies to increase “Professional Collaboration” opportunities

Recommendation #4

Consider establishing a High Profile “Theme” program for Ecole Cedardale

Conclusions

- Perceptions of Stakeholders
- Consideration of Input
- Anticipated Directions and Actions

Thank you!

John L Simpson  *Education Consultant*