


Use the following table to conduct a review on **Creating an FSL-Friendly Culture**:

RECRUITMENT STRATEGY #5	CREATING FSL-FRIENDLY CULTURE BOARD SELF-ASSESSMENT 
Partnering with unions to address challenges on teacher recruitment by enhancing the FSL culture within the school district.	Does your board work with teacher federations/ associations/unions to discuss how to enhance FSL culture to recruit and retain teachers?
	ACTION(S)
	ESTIMATED TIME / TARGET DATE FOR COMPLETION
Addressing recruitment issues through system supports for French.	Do you have a French program consultant in your district? Do your school administrators have training specific to understanding French second language instruction and supporting FSL teachers? Do you have French-speaking administrators in the school? Do you gather input from FSL teachers when considering new resources, technology, and licenses?
	ACTION(S)
	ESTIMATED TIME / TARGET DATE FOR COMPLETION
Use of technology to support professional learning.	Do you use technology to support mentorship and networking opportunities for FSL teachers that do not have access to on-site FSL colleagues? Do you use technology to provide professional development opportunities in French for FSL teachers?
	ACTION(S)
	ESTIMATED TIME / TARGET DATE FOR COMPLETION

RECRUITMENT STRATEGY #5	CREATING FSL-FRIENDLY CULTURE BOARD SELF-ASSESSMENT	
<p>Internal staff development to enhance skill proficiency in FSL</p>	<p>Do you offer financial or in-kind support to teachers who have a French language proficiency that could potentially be increased to a level sufficient for teaching FSL?</p> <p>Do you conduct surveys and/or establish focus groups based on a professional learning framework of FSL teachers at the beginning of the year to identify professional learning needs and guide professional learning planning?</p> <p>Do you organize networking opportunities to promote professional learning?</p> <p>Do you offer learning institutes focusing on the CEFR to support FSL teachers?</p> <p>Do you promote and enhance leadership opportunities for FSL teachers at school and system level?</p> <p>Do you promote and encourage face-to-face networking opportunities, where possible, within and across schools for FSL teachers?</p>	
	<p>ACTION(S)</p>	
	<p>ESTIMATED TIME / TARGET DATE FOR COMPLETION</p>	
<p>Conduct awesome interviews</p>	<p>Does your interview process reflect the culture of your district?</p> <p>Does your interview process put candidates at ease?</p> <p>Are your interview questions established to reflect the job the candidate is being interviewed for?</p>	
	<p>ACTION(S)</p>	
	<p>ESTIMATED TIME / TARGET DATE FOR COMPLETION</p>	

RECRUITMENT STRATEGY #5	CREATING FSL-FRIENDLY CULTURE BOARD SELF-ASSESSMENT	
<p>Dedicated French interview team that looks for candidates, shortlists, and interviews on a regular basis.</p>	<p>Do you have a dedicated French interview team?</p> <p>Do you have representatives on your interview team that have a sound understanding of the teaching of FSL?</p> <p>Does the makeup of your interview team allow candidates to speak in the language of their choice for part or all of the interview process?</p>	
	<p>ACTION(S)</p>	
	<p>ESTIMATED TIME / TARGET DATE FOR COMPLETION</p>	
<p>Create a support system through dedicated FSL teacher mentorship / professional development</p>	<p>Do you have a new teacher induction program that supports the specific needs of new FSL teachers?</p> <p>Do you provide support to understand the CEFR and its relation to instruction and assessment of second language acquisition?</p> <p>Do you have an organized, professional learning network for novice FSL teachers and occasional teachers to establish mentorship/ networking relationships?</p> <p>Do you access retired FSL teachers to mentor new FSL teachers?</p> <p>Do French teachers receive instructional and language-based professional development?</p>	
	<p>ACTION(S)</p>	
	<p>ESTIMATED TIME / TARGET DATE FOR COMPLETION</p>	

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Out-of-town candidates	Have you provided information about living in the area and /or info pertinent to the geographic areas of the school? Have you created a promotional video that speaks to your district and the benefits of living in your region?	
	ACTION(S)	
	ESTIMATED TIME / TARGET DATE FOR COMPLETION	
International candidates / newcomers	Are you able to provide support for provincial accreditation? Are you able to support candidates' relocation? Do you have a strategy to help with acclimatizing candidates to Canadian practices? Are you able to provide a mentor?	
	ACTION(S)	
	ESTIMATED TIME / TARGET DATE FOR COMPLETION	