


**School**

Ecole Pauline Johnson

**FESL Year**

ONE

**School Context**

École Pauline Johnson (PJ) has been a single-track French Immersion school for many years. There are two distinct immersion programs at Pauline Johnson. The Early French Immersion Program at École Pauline Johnson continues to enjoy broad support and steady enrolment. Intake at Kindergarten is managed by a lottery for determining admission and Grade 1 registration has a waitlist. The Late French Immersion Program (Grade 6 and 7) is also offered at École Pauline Johnson. Grade 6 entry to Late French Immersion (LFI) elicits a large interest and retention is high. The vast majority of our students continue in the French Immersion program at École Sentinel Secondary.

PJ's students come from various parts of the North Shore, Lower Mainland, Canada and other countries. They represent an increasingly diverse array of cultural backgrounds. We are pleased to welcome a number of new students each year, which influences our enrolment. We currently have 421 students in Kindergarten through Grade Seven and have increased by two divisions in the last three years due to strategic planning and Board approval to increase enrolment through accepting more applications at the Kindergarten and LFI 6 entry points.

We have a diverse, inclusive school where 40% of our students are serviced as English Learners (ELL), 6% are Ministry Designated with social/emotional, physical/health and/or learning needs, and 1% are of Indigenous ancestry.

On-site community services that operate out of PJ include Preschool, PJ Kids' Club (before and after school care), and special programs offered by private operators, including the West Vancouver Community Centre and the West Vancouver Memorial Library.

We at PJ are proud of the commitment by our staff to maintaining the integrity of learning in our 100-year-old heritage building. Additionally, our community garden and extensive outdoor classrooms and playground, and our commitment to enhancing and celebrating an inclusive and diverse school culture are highlights. We are excited to be celebrating our Centennial Year this spring.

**Identified Goal:**

Is your goal specific, meaningful, measurable and evidence informed?

**Goal:**

We will deepen our journey towards authentic learning in a bilingual environment that honours our multilingual identity.

**Objective #1:**

To inspire curiosity and pride in our conceptual, functional, and contextual relationships with French.

**Objective #2:**

To provide linguistic and cultural opportunities to make open-minded connections that enhance our identity.

**Rationale for Goal**

Why is this goal important to your school community?

How will this goal improve educational outcomes for students?

**This goal is important to our community for a few reasons.**

- We are a French Immersion school and are mandated to deliver the BC Curriculum in French.
- Over the past number of years, we have found that students lack the authentic initiative to speak French voluntarily and spontaneously.
- Additionally, some staff reflect that they tend to default to English in the hallways and in certain teaching situations due to comfort and insecurities with their French skills, coupled with students' linguistic capacities (perceived and real).
- An overall lack of understanding and appreciation for what bilingualism and multilingualism really mean and how they are acquired has come to the forefront through recent professional learning.
- Our ELL population and students with diverse learning profiles are increasing annually. We endeavour to honour every child individually, while examining more intentionally the ways that unique language challenges can be addressed in the French Immersion context.

**This goal will improve educational outcomes for students:**

- By intentionally acquiring and applying research and pedagogical approaches to language acquisition, teaching will become more targeted and reflective, thus impacting students' capacity and supports.
- Teachers' metacognition and transparent reflection into their own language journey will help model these processes and skills for our students.

**Evidence/Data**

What evidence/data is leading your school to this goal?

What student success data do you want to improve? What are your measures of success?	
<div> <b>Data/Evidence:</b> <ul style="list-style-type: none"> <li>Feedback from teachers</li> <li>Reflective exercise at a Pro-D session with Dr. Tang (see Appendix A)</li> <li>Formative and summative assessments in students’ oral and written French</li> <li>Staff insecurities around their linguistic legitimacy</li> </ul> </div> <div> <b>What we feel we are already doing better since we started these conversations and pro-d in September 2022:</b> <ul style="list-style-type: none"> <li>more impromptu conversations in French, more language games, targeted vocabulary use and instruction, oral language, read-alouds, Readers’ Theatre, presentations, write before presenting (research-based approach), spontaneous talk/topical conversations based on themes and connected language, mixed ability groupings, FIC/ELL/LST support, intentional play-based learning (Jeux de roles), staff referencing of to Dr. Tang’s Framework (see Appendix B)</li> </ul> </div>	
<b>We want to improve:</b>	<b>Our measure of success:</b>
<div> <b><u>For teachers (staff) and students:</u></b> <ul style="list-style-type: none"> <li>- More natural/spontaneous use of French</li> <li>- Recognize one’s own authentic level of French and be candid/unapologetic by challenging our individual and collective assumptions about linguistic legitimacy</li> <li>- Increased risk-taking by students – how do teachers make them feel comfortable with trying/exploring?</li> <li>- Reverse the first instinct to start in English to French</li> <li>- Recognizing and exploring the sub-communities within the French community</li> <li>Modeling dispositions (positive attitudes) towards L2/L+ learning</li> </ul> </div> <div> <b><u>For Students:</u></b> <ul style="list-style-type: none"> <li>- Increased resiliency (trends and habits do not occur in silos – how can we address this intentionally to drive changes?</li> <li>- Encourage curiosity for language (ex. Fun with Fanglaise)</li> </ul> </div> <div> <b><u>For Parents/Community:</u></b> <ul style="list-style-type: none"> <li>- Parent Education and growth in understanding of French language and culture</li> </ul> </div>	<div> <b><u>For teachers (staff) and students:</u></b> <ul style="list-style-type: none"> <li>- Self-assessment survey related to Dr. Tang’s framework (staff and students)</li> <li>- Personal student engagement/usage examples: dictionaries, tallies</li> <li>- Observational data of students’ authentic language application (by teachers and self-assessment by students)</li> <li>- Student self-reflections on the Core Competencies each term (with CSL)</li> <li>- Use of Monica Tang’s statements with the students (sliding scales 1-4)</li> <li>- Students set French language goals (statements framed so they are relevant to the students)</li> <li>- Cultural wall in hallway: documenting language/cultural experiences to build awareness and allow for student, staff and families’ reflection</li> </ul> </div> <div> <b><u>For Students:</u></b> <ul style="list-style-type: none"> <li>-Data-collecting: setting up specific intentions: students set language goals for themselves, then self-reflect and rate</li> </ul> </div>

<ul style="list-style-type: none"> <li>- Accessing community resources to drive engagement and application</li> </ul>	<ul style="list-style-type: none"> <li>(a) Intermediate Pilot (6/7)</li> <li>(b) Primary Pilot (Grade 2)</li> <li>- Student Learning Survey (additional related questions)</li> </ul> <p><b><u>For Parents/Community:</u></b></p> <ul style="list-style-type: none"> <li>- Continue to monitor parent participation in PAC French parent lessons</li> <li>- Feedback form for parents regarding building resiliency, risk-taking in children, opportunities for inter-cultural skills, developing awareness of similarities/differences, curiosity toward language and culture</li> <li>- Participation in Parent Education sessions with a pre/post reflection component</li> <li>- Offer increased opportunities for parents to engage in and observe 'French learning in action' within the school (lessons, assemblies, special events)</li> <li>- Provide French resource scope and sequence for parents to support and encourage at home</li> </ul>
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**Stakeholder Engagement**

How have you included the perspectives/voice of all stakeholders in your school community?  
How will you ensure ongoing collaboration with all your different stakeholders?

Students	<ul style="list-style-type: none"> <li>- Student Learning Survey (additional related questions)</li> <li>- Various 'pilot' projects and student voice</li> <li>- Transition and high school cultural events</li> <li>- Field trips, guest speakers, experts (in person and virtual)</li> <li>- Quebec Trip (Grade 7s)</li> <li>- School-based cultural festivities that enhance French culture</li> </ul>
Staff	<ul style="list-style-type: none"> <li>- Continued Pro-D and Staff Meeting conversations (Dr. Tang, SFU)</li> <li>- Collaboration with CE and Sentinel</li> <li>- FESL focus to create intentionality and the use of qualitative and quantitative data to drive the goal and objectives forward</li> <li>- FI Coordinator (lower mainland networking)</li> </ul>
Parents	<ul style="list-style-type: none"> <li>- PAC: buy-in, understanding and contributions to our Goal and Objectives (PAC meetings, Principal's Report, Principal's Corner, Curriculum Night, Goal-Setting Conferences)</li> <li>- CPF opportunities (Parent rep)</li> <li>- French lessons at WVML (PJ Parents host)</li> </ul>

	- Admin presentations ( <i>How Do I support my FI Student When I do Not Speak French</i> )
Community	<ul style="list-style-type: none"> <li>- Grades 4-7 visit WVML for resources and support (2022-23)</li> <li>- Staff collaboration with WVML (September 2023)</li> <li>- CPF opportunities (family events, movies, online performances and resources ex: Virtual French Masterclasses for students 12-17)</li> <li>- AFK: Art Classes for Kids in French</li> <li>- Centennial Celebration</li> <li>- Explore Program: Opportunity to learn French in Quebec</li> </ul>
Indigenous Connections	<p>- Connection to our Whole School Inquiry on Turtle Island and Call to Action #13: <i>We call on Canada to respect the rights of Aboriginal people. This includes their right to have their languages respected.</i></p> <p><b>Lesson Inquiry Questions:</b></p> <p><b>Primary:</b></p> <p>What does it mean to speak multiple languages? Are other languages important? Shouldn't all languages matter?</p> <p><b>Intermediate:</b></p> <p>What would it mean to you to lose your home language?</p>

**Connection to the District FESL Goals** (Sense of Belonging, Numeracy, Career and Life Goal Preparation)

**District FESL Goal we are connecting to:** "Human and Social Development: Increase the number and percentage of students in grades 4, 7, and 10 reporting a sense of belonging on the Student Learning Survey within two years."

**Rationale:**

*"When language learners feel a sense of belonging, they are willing to invest in their language learning."* Bonnie Norton, UBC (2013)

A positive and inclusive learning environment that reflects our unique, shared culture at PJ is one that we are all proud of. Creating a safe place for all students is an ongoing goal of our community. We also recognize the unique culture that French Immersion provides, which is different than all other contexts in which our students interact outside of school. All students arrive here from different backgrounds and for a variety of reasons. Our goal is focused on creating a learning environment that is distinct to us at PJ but inclusive of the connections we can create with other FI schools, learning opportunities, and cultural engagements.

***Belonging, Legitimacy, Investment (Bonnie Norton, UBC, 2013)***

1. Removing barriers to participation in the linguistic community.
2. Being seen, heard and recognized as a legitimate member.

3. Belonging will come. What follows belonging is INVESTMENT.	
<b>Objective #1:</b> To inspire curiosity and pride in our conceptual, functional, and contextual relationships with French.	<b>Conceptual:</b> What is our relationship with French language and culture? How does this define us and our connectivity? How does this transfer to our personal and collective identities and foster life-long learning?  <b>Functional:</b> How are we setting students up for academic success in a bilingual environment?  <b>Contextual:</b> How do we provide opportunities that enhance risk-taking in French in various contexts (at school and beyond)?
<b>Objective #2:</b> To provide linguistic and cultural opportunities to make open-minded connections that enhance our identity.	<b>Identity:</b> How do we define ourselves as bilingual learners? How is our identity enhanced through making connections?

<b>Action Plan</b> What is your action plan for your FESL goal? What specific strategies will you implement each year? What resources, supports, and professional learning will you need to meet your goal? What structures will you put in place to ensure an ongoing focus towards your goal?
<b>Year 1</b>  <b>Action Plan (strategies in red):</b> <ol style="list-style-type: none"> <li><b>Needs assessment</b> with staff (see Appendix C)             <ol style="list-style-type: none"> <li>What is the evidence telling us?</li> <li>What do we need?</li> </ol> </li> <li><b>Professional learning opportunities</b> (Dr. Tang, Anne-Marie Bilton)</li> <li><b>Formulating our FESL Goal</b> collaboratively</li> <li><b>Pilot projects</b> based on (“Enlever les menottes” by Lara Gillen)</li> <li>Continued work with Dr. Tang for <b>in-class support</b> with changes and for <b>Professional Learning Opportunities</b> (FI, school, small groups, individual teachers, Administrators’ Group)</li> <li>Increased <b>French language</b> and <b>cultural opportunities</b> (staff – PJ and EC, students, parents)</li> <li><b>Formulating a collective plan</b> to move the goal forward for the 2023-24 school year</li> </ol>

**Resources, Supports, Professional Learning We Will Need:**

1. Continued relationship with Dr. Tang
2. Student Learning Survey Data (with PJ's specific questions)
3. Staff Meeting opportunities for discussions and sharing
4. French Federal Funds to support pro-d and French opportunities
5. French Immersion Coordinator role at PJ: enhance, connect, network, liaise
6. Ongoing collaboration and conversations with CE and Sentinel
7. FIAC opportunities to share and learn

**Year 2**

1. As above
2. Whole-School commitment to language use and reflection activities (survey pre, during, and post)
3. TBD

**Year 3**

TBD

**Reflection/Summary of Learning/Next Steps (End of each year)**

What are the highlights of your learning journey for this year?

What progress have you made? How do you know this?

What aspects of your plan do you need to refine or adjust?

**APPENDIX A**

Post Pro-D Reflection

September 28, 2022

What DID you believe about your own language capacities, identity and practice?	How was that reflected in your teaching? (give examples)
<ul style="list-style-type: none"> <li>• I am continually learning and trying my best.</li> <li>• I demonstrate that it is ok to take risks.</li> <li>• I am open to respectful feedback and ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>• When I don't know a word or answer I tell my students that I am a learner too.</li> <li>• I model perseverance and risk-taking.</li> <li>• I encourage student mistakes and questioning.</li> </ul>
<ul style="list-style-type: none"> <li>• I struggle with some insecurity around conversational French.</li> </ul>	<ul style="list-style-type: none"> <li>• I revert to English when trying to connect with students.</li> </ul>
<ul style="list-style-type: none"> <li>• I am insecure about my spoken French around certain colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>• I can model for my students (1) not knowing, (2) finding a word/genre, (3) implement my new learning.</li> </ul>
<ul style="list-style-type: none"> <li>• I felt my language skills needed work (I was rusty).</li> <li>• I was not 100% rigid, but close, to insisting my students always speak in French.</li> </ul>	<ul style="list-style-type: none"> <li>• I realize there is more gain by allowing students to communicate in ANY language.</li> </ul>
<ul style="list-style-type: none"> <li>• Language: I was not always clear about how clear and correct my French was.</li> <li>• Identity: Most of my time as an FI student myself was spent in non-French speaking locations.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily gratitude circle (la reconnaissance) at end of day in French (reflect + take risks with support in French).</li> </ul>

<ul style="list-style-type: none"> <li>Practice: I strove to create a caring and inclusive learning environment where students were encouraged to take risks.</li> <li>I am always nervous to make mistakes in my French in front of adults.</li> <li>Proud of FI, have spoken French for almost 40 years and would not have ever called myself bilingual because I sometimes make mistakes.</li> <li>I am ok with L2 speakers in French but less so with native speakers, even though I know I can do it!</li> <li>I listen to French music and follow French Social Media so feel my "French Identity" is pretty strong.</li> <li>I felt a bit of 'imposter syndrome' but gained confidence over the years. However, I still didn't identify as a French person, more so as someone who just does that at work.</li> <li>I felt like I needed to make my class speak French.</li> <li>I felt that the French I learned at school wouldn't return.</li> <li>I felt that the way students viewed my abilities could have a negative impact on their learning.</li> <li>Learning French has been a lifelong journey (school, travel, etc.)</li> <li>I believed French is important for everyone to learn.</li> <li>I am confident in my L2 even though it has decreased due to lack of use.</li> <li>I felt like my French skills were not good enough and that meant I could not identify as being bilingual.</li> <li>While I feel confident in my language abilities, I often still have thoughts around my identity and how it changes when I speak English.</li> <li>I often felt out of my depth and doubted myself.</li> <li>I was nervous about making mistakes in front of my peers.</li> <li>I <i>believed</i> I was bilingual; now I <i>know</i> I am.</li> <li>I thought I was supporting my students as they built their language capacities and improved their vocab (reducing errors through correction and practice).</li> <li>Thought my students should only be speaking in French.</li> </ul>	<ul style="list-style-type: none"> <li>I wouldn't speak with some Francophone colleagues, but was ok in front of my Kindergarten students.</li> <li>I encourage my students to try even if it's hard or they make mistakes, but I myself do not 'walk the talk'.</li> <li>I didn't do any K-12 schooling in French, but learned as an adult so often lack the vocabulary in specific domains, especially as I teach intermediate students where content is heavier.</li> <li>When I disciplined students, I would switch to English.</li> <li>When I was tired or the kids were less settled (PM) it was easier to revert to English.</li> <li>I didn't teach much French culture because I am not an expert/don't have much experience.</li> <li>I was always initially hesitant to engage in French.</li> <li>My self-confidence needed self-talk.</li> <li>I placed a high importance on comprehension.</li> <li>I teach from the lens of an FI student.</li> <li>I am happy when I speak French and try to show a positive attitude.</li> <li>I make a conscious effort to be a role model for my students in both languages and find language construction (ex prefixes) important to teach.</li> <li>Sometimes I would start in French and switch half way through to English due to lack of vocab.</li> <li>I hesitated to take risks in front of my peers but was ok doing so in front of my class.</li> <li>Improvements in writing (fewer errors – verbal and written) and increased use of target vocab (errors corrected on posters around the room).</li> </ul>
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<ul style="list-style-type: none"> <li>• I felt disconnected to the culture like when I was a student – I felt excluded (was that an action or reaction, I don't know).</li> <li>• I felt confident/comfortable teaching in French.</li> <li>• I didn't think of myself as an ELL individual; over time I have learned that my mother tongue is not English and this explained my mispronunciations in my adult years.</li> <li>• I felt like an imposter, that I am NOT bilingual and I can do my job better in English.</li> <li>• While I felt confident as a speaker and as a language teacher, I never thought of myself as 'Francophone'.</li> </ul>	<ul style="list-style-type: none"> <li>• All the areas I circled for myself were also the areas where I felt I wasn't doing enough for my students (and vice versa with the checks).</li> <li>• Proud of how much French I use during the teaching day and the joy it gives me.</li> <li>• I have lots of questions around expressions in French vs Quebec (and other places).</li> <li>• I explain to my students that we are all on a language continuum (English and French) and that questioning unknown vocab, using a dictionary/thesaurus are useful, yet making errors are ok and natural.</li> <li>• I avoided complex French usage whenever possible and deferred to others.</li> <li>• I was less culture-based in my teaching and more focused on vocab and language acquisition.</li> </ul>
<p><b>What DO you believe about your own language capacities, identity, and practice?</b></p> <ul style="list-style-type: none"> <li>• I am a confident speaker and I need to embrace that.</li> <li>• I am more capable than I thought.</li> <li>• I feel confident that I am modeling and using effective strategies.</li> <li>• I love teaching FI and want to continually learn more to incorporate culture into my teachings.</li> <li>• I am intentional about improving and notice my own improvement.</li> <li>• I should be transparent about my weaknesses with my students.</li> <li>• Making mistakes is welcome.</li> <li>• Why am I not consuming more French media?</li> <li>• Continuing to foster inclusion and a space where students can take risks.</li> <li>• I am bilingual!</li> <li>• People are not likely judging me as much as I perceive that they are/could be.</li> <li>• I can teach about French culture – and it is not inauthentic just because I am not Francophone!</li> <li>• I felt a connection to the other staff as we all shared together.</li> <li>• I am excited about all that I have to learn.</li> <li>• Speaking in French all the time is not the be-all-end-all of French Immersion.</li> <li>• I know practice makes all things plausible and that the more students see me trying the more they will identify with me.</li> <li>• I believe non-native speakers can teach in their L2 effectively.</li> <li>• I have a strong French identity.</li> <li>• Having an L2 and L3 are gifts that keep me connected to various aspects of my personal identity as well as to other cultures.</li> <li>• Being a past FI student and now a teacher means it is part of my identity.</li> </ul>	<p><b>How will you reflect that in your teaching? (give examples – what shifts have/can you make)</b></p> <ul style="list-style-type: none"> <li>• I should be allowing English but encouraging more partner work and have French be for the whole group share.</li> <li>• I will try to spread my joy and my bilingual identity.</li> <li>• I will incorporate more French culture (music, dance, compare and contrast customs to our own, cultural studies, experiences, podcasts, playlists, bios, sharing circles).</li> <li>• I want to make sure learning French is FUN!</li> <li>• I will try to have more of the side-bar conversations in French.</li> <li>• I will model more circumlocution.</li> <li>• I know now that repeating correct structures is not a 'teachable moment' that will lead to correct structure later on.</li> <li>• I loved Dr. tang's suggestions for students to take risks and that this is about noticing differences in culture, never judging.</li> <li>• Teach being proud of being multi/bi-lingual.</li> <li>• Continue to model mistake-making.</li> <li>• I will take some risks and introduce more cultural opportunities for my students.</li> <li>• I need to read more in French and share what I engage in on social media to model my participation in French culture.</li> <li>• Code-shifting is ok and part of learning.</li> <li>• I can learn French and culture WITH my students.</li> <li>• Engaging without fear in showing courage when called upon and being ok with mistakes.</li> <li>• I like the idea of attachment and creating this for my students through cultural experiences.</li> <li>• I am a storyteller in French (often stories of my past).</li> <li>• I will use more French at work and when I have other opportunities in the community, etc.</li> </ul>

<ul style="list-style-type: none"> <li>• Accents do NOT matter in being bilingual.</li> <li>• I believe I can grow at PJ and know I belong here!</li> <li>• I am capable of inserting myself in French culture and can do so in small attainable steps.</li> <li>• Both languages can help the development of the other – cognates can be taught and can be fun!</li> </ul>	<ul style="list-style-type: none"> <li>• I will engage my students in this same dialogue during class meetings.</li> <li>• I will continue to model that I am a life-long learner.</li> <li>• I am allowing my students to express themselves in English or partly so when they feel they need to (creating a safe environment to speak freely).</li> <li>• I need to reflect on what the best way is to correct students without embarrassment, etc.</li> <li>• I can get students excited about resources at school that can go home to also engage families.</li> </ul>
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**Free-Write**

- **What observations and outcomes have emerged/resulted for you?**
  - Healthier relationship between Fr/Eng
  - Feelings of validation
  - A renewed sense of passion and dedication
  - Allow students to 'talk it out' in any language and then come back together
  - I have been reminded that leading by example is key to creating true connections – when students can observe an adult engaging with others with transparency it builds trust and a space for all to learn
  - Re-emphasized many things, including student capacities at the core
  - Reflections on moments when I felt comfortable/confident and asking myself am I doing/expecting the same from my students?
- **What has been the 'value add'?**
  - Staff engagement and connections/sense of belonging
  - Switch in thinking my students ARE bilingual – view them from an asset-base, not deficit-base
  - Opportunities for deep reflection and shift in thoughts/processes/practice
  - I reflected that I have always had a string attachment to French Canadian culture. At what age did that start? How did my educators cultivate that in me? How can I do the same for my students?
- **What will you do next?**
  - Collab with Dr. tang + Pro-D Committee
  - Support Staff in their journeys and wishes
  - Formulate a rational and connections to three-year FESL
  - Speak more in Fr
  - Implement oral practice and use of target phrases often used (record voices)
  - Notice and emphasize growth
  - Continue to immerse myself in more Fr cultural
  - Incorporate more cultural; and worldwide experiences into my practice and my pro-d
  - Try to avoid reverting to English
  - Create happy and positive cultural connections, activities, etc. to help my students connect deeply and meaningful in French (try to do things they will remember forever)
  - Class discussions about: French identity, perfectionism, tendencies to avoid, risk-taking, speaking, English, correcting others...
- **What do you need?**
  - Speak more Fr with colleagues
  - More practical strategies to implement in class to create that positive culture/identity (can't wait for Dr. Tang's book!)
  - Recording device/App
  - Would love to watch other teachers in their classrooms and how they employ various strategies
- **Why does it matter?**
  - If we don't speak or have a connection with French, why are we expecting students to?
  - Making mistakes is ok and modeling this for our students is important.
  - I do not want my students thinking this is to jump hoops or please me or their parents – I want it to be internalized!
  - It matters because I care about this and it is important to me!
  - It matters because belonging matters and effects productivity, capacity, and growth for everyone.
  - It matters because the goal is to improve their confidence and view of French.

**APPENDIX B**

## LES DISPOSITIONS IDÉALES D'UNE IDENTITÉ BILINGUE POSITIVE



### APPENDIX C

#### — Belonging

- Culture
  - French, Francophone
- Connectedness
  - Inner beliefs about ourselves and our impact, guidance, character, capacities
- Community
  - Others, #PJPROUD, showcase
- Commitment
  - Professionals, Students, Families