



School
Ecole Pauline Johnson

FESL Year
TWO

School Context
<p>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 always has a large 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.</p> <p>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 403 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.</p> <p>We have a diverse, inclusive school where 43% of our students (176) are serviced as English Learners (ELL), 6% (25 students) are Ministry Designated with social/emotional, physical/health and/or learning needs, and less than 1% (2 students) are of Indigenous ancestry.</p> <p>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.</p> <p>We at PJ are proud of the commitment by our staff to maintaining the integrity of learning in our 101-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.</p>

<p>Identified Goal: Is your goal specific, meaningful, measurable and evidence informed?</p>
<p>Goal: We will deepen our journey towards authentic learning in a bilingual environment that honours our multilingual identity.</p> <p>Objective #1: To inspire curiosity and pride in our conceptual, functional, and contextual relationships with French.</p> <p>Objective #2: To provide linguistic and cultural opportunities to make open-minded connections that enhance our identity.</p>

<p>Rationale for Goal Why is this goal important to your school community? How will this goal improve educational outcomes for students?</p>
<p>This goal is important to our community for a few reasons.</p> <ul style="list-style-type: none"> • 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. <p>This goal will improve educational outcomes for students:</p> <ul style="list-style-type: none"> • 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.

<p>Evidence/Data What evidence/data is leading your school to this goal?</p>

What student success data do you want to improve? What are your measures of success?

Data/Evidence:

- Feedback from teachers
- Reflective exercise at a Pro-D session with Dr. Tang (see Appendix A)
- Formative and summative assessments in students’ oral and written French
- Staff insecurities around their linguistic legitimacy
- Parent Education and Connections regarding French Language and Culture

We want to improve:

For teachers (staff) and students:

- More natural/spontaneous use of French
- Recognize one’s own authentic level of French and be candid/unapologetic by challenging our individual and collective assumptions about linguistic legitimacy
- Increased risk-taking by students – how do teachers make them feel comfortable with trying/exploring?
- Reverse the first instinct to start in English to French
- Recognizing and exploring the sub-communities within the French community
- Modeling dispositions (positive attitudes) towards L2/L+ learning

For Students:

- Increased resiliency (trends and habits do not occur in silos – how can we address this intentionally to drive changes?)
- Encourage curiosity for language (ex. Fun with Fanglais)

For Parents/Community:

- Parent Education and growth in understanding of French language and culture

Our measure of success:

For teachers (staff) and students:

- Self-assessment survey related to Dr. Tang’s framework (staff and students)
- Personal student engagement/usage examples: dictionaries, tallies
- Observational data of students’ authentic language application (by teachers and self-assessment by students)
- Student self-reflections on the Core Competencies each term (with CSL)
- Use of Monica Tang’s statements with the students (sliding scales 1-4) See Appendix A
- Students set French language goals (statements framed so they are relevant to the students)
- Cultural wall in hallway: documenting language/cultural experiences to build awareness and allow for student, staff and families’ reflection

For Students:

- Data-collecting: setting up specific intentions: students set language goals for themselves, then self-reflect and rate
 - (a) Intermediate Pilot (6/7)
 - (b) Primary Pilot (Grade 2)
- Student Learning Survey (additional related questions)

For Parents/Community:

- Continue to monitor parent participation in PAC French parent lessons

<ul style="list-style-type: none"> - Accessing community resources to drive engagement and application 	<ul style="list-style-type: none"> - 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 - Participation in Parent Education sessions with a pre/post reflection component - Offer increased opportunities for parents to engage in and observe 'French learning in action' within the school (lessons, assemblies, special events) - Provide French resource scope and sequence for parents to support and encourage at home
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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"> - Student Learning Survey (additional related questions) - Various 'pilot' projects and student voice - Transition and high school cultural events - Field trips, guest speakers, experts (in person and virtual) - School-based cultural festivities that enhance French culture
Staff	<ul style="list-style-type: none"> - Continued Pro-D and Staff Meeting conversations - Collaboration with CE and Sentinel - FESL focus to create intentionality and the use of qualitative and quantitative data to drive the goal and objectives forward - FI Coordinator (lower mainland networking)
Parents	<ul style="list-style-type: none"> - PAC: buy-in, understanding and contributions to our Goal and Objectives (PAC meetings, Principal's Report, Principal's Corner, Curriculum Night, Goal-Setting Conferences) - CPF opportunities (Parent rep) - French lessons at WVML (PJ Parents host) - Admin presentations (<i>How Do I support my FI Student When I do Not Speak French</i>)
Community	<ul style="list-style-type: none"> - Staff collaboration with WVML (September 2024) - CPF opportunities (family events, movies, online performances and resources ex: Virtual French Masterclasses for students 12-17)
Indigenous Connections	<ul style="list-style-type: none"> - Continuation from last year's Turtle Island and Call to Action #13 work.

	- Delving deeper into our own identities and diversity through the lens of, “Learning requires exploration of one’s identity.” (FPPL) (2024-25)
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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.

<p>Objective #1: To inspire curiosity and pride in our conceptual, functional, and contextual relationships with French.</p>	<p>Conceptual: 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?</p> <p>Functional: How are we setting students up for academic success in a bilingual environment?</p> <p>Contextual: How do we provide opportunities that enhance risk-taking in French in various contexts (at school and beyond)?</p>
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Objective #2: To provide linguistic and cultural opportunities to make open-minded connections that enhance our identity.	Identity: How do we define ourselves as bilingual learners? How is our identity enhanced through making connections?
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Action Plan 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?
Year 2 High Level Action Plan (strategies in red): <ol style="list-style-type: none"> 1. Professional learning opportunities 2. Pilot projects based on (“Enlever les menottes” by Lara Gillen) 3. Increased French language and cultural opportunities (staff – PJ and EC, students, parents) 4. Whole-School commitment to language use and reflection activities (survey pre, during, and post) 5. Parent Pre and Post Surveys related to French language ad their children’s connection to/feelings around it (context = Anxiety Workshop for Parents) Resources, Supports, Professional Learning We Will Need: <ul style="list-style-type: none"> • Continued relationship with Dr. Tang (liaison, supports) – APENDIX A Below • Student Learning Survey Data (with PJ’s specific questions) • Staff Meeting opportunities for discussions and sharing • French Federal Funds to support pro-d and French opportunities • French Immersion Coordinator role at PJ: enhance, connect, network, liaise • Ongoing collaboration and conversations with CE and Sentinel • FIAC opportunities to share and learn Next Steps (by Grade) – See APENDIX B

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?
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APPENDIX A


LES DISPOSITIONS IDÉALES D'UNE IDENTITÉ BILINGUE POSITIVE


APPENDIX B – Next Steps and Commitments by Grade and Specialty Area

Grade	Commitment to FESL	Data I/We Will Collect
K	<ul style="list-style-type: none"> Working on building French vocabulary through our alphabet/literacy work Quoi de Neuf (Show and Tell) presentations in front of the class. Learning language through music. (At school and home.) Second Term Self-evaluation for CSL - reflecting on using French in class (je dis bonjour, je demande pour la toilette, pour l'aide etc. en français) 	<ul style="list-style-type: none"> Term 2 self-reflection Voice record oral presentation on families
1	<ul style="list-style-type: none"> - Voice recording focus (through Je Lis) with the goal of students hearing their own progress and reflecting upon it in a meeting with the teacher at the beginning and end of term. - Math vocabulary (written record of students' French vocabulary knowledge during Journal de bord one-on-one time) - Question of the Day with magnets - Group goal of speaking to teacher, each other in French to fill in the flag using French Habit Tracker poster 	

	<p>- Individual goal and self-assessment of 1) did I spontaneously speak French with my teacher? 2) Did I speak French with my group during literacy centers? 3) Did I try to read some French words during independent reading time? 4) Did I use learned French words with a friend during snack?</p>	
2	<p>-Relaunch self evaluations for their participation in jeu de rôle and reflect with the teacher on their ability to speak spontaneously -Grade 2 French Club Wednesdays during little recess -Sentence starters in writing, linked to theme in jeu de rôle -JeLis voice recordings -Question of the day -BRAVO system -Morning tracker (read in French, practised the words, spoke in French) - plays (AIM) to increase oral language - daily oral communication games - working on building vocabulary through themes. (visual cards, phrases fantastiques)</p>	<p>Term 2 self-reflections Weekly goal setting reflections self-reflection of plays</p>
3	<p>-Voice recording Je Lis</p>	
4/5	<p>Lit centres working on building French vocabulary, decoding, reading comprehension, writing usings prompts, oral exercises, listening to develop fluency and comprehension Subject specific vocabulary, for example Math vocabulary (numbers, somme, quotient, difference...) Second term self-reflection is focused on communication, specifically French oral, attentive listening, having French conversations, the ability to respond and make connects to what others are saying to further a conversation Self-evaluation of centres using ‘The Habit Tracker’ sheet (created by Catherine) Morning activities to engage their brains in French (challenge of the day, but that should be completed in French)</p>	<p>Writing samples from Centres, reading with prof Daily assignments, tests, quizzes, exit tickets, class discussions Second term self-reflection (communicating in French) Self-assessment of centre activities Self-assessment of participation and engagement</p>
6/7 EFI	<p>-weekly oral “saynetes”-high risk/low stakes -First term reflection (personal identity): Language learning timelines with reflection</p>	<p>1st and 2nd term reflections</p>

	<ul style="list-style-type: none"> -Francophone culture through music (semi-weekly) - Weekly vocab with application exercises (short story, scenes, texts.) - Games that encourage French speaking and vocab application, such as describing an image to an artist who can't see the image. 	
LFI	<p>LFI 6:</p> <ul style="list-style-type: none"> • use of audio recordings (Je lis, re-alouds, presentation) to listen back and refine pronunciation and build confidence • learning language through music; weekly song meant to add fun and humour to language learning; accompanied with vocab and comprehension activities • regular self-evaluation of core competencies with Book Creator <p>LFI 7:</p> <ul style="list-style-type: none"> • sentence starters in writing • tracking of FR books read • reading aloud to each other (listen/hear/say) to build confidence 	
ELL/Language Support	Using French/English cognates(e.g.: définition/definition) as a strategy for learning vocabulary in both languages	<ul style="list-style-type: none"> -running record on chart paper -students' personal lists
Library	<ul style="list-style-type: none"> - learning language through books - using FR/EN cognates to recognize and learn vocab - data collecting - setting FR reading goals - provide French resources for parents to support and encourage reading at home - encourage students to discover French culture 	<ul style="list-style-type: none"> - introduction of a cultural wall to build language/cultural awareness