

Ontario
College of
Teachers
Review of
French-Language
Services
June 2009

Key:



Partially achieved
and ongoing



Fully achieved
and ongoing

The implementation of a three-year French-Language Services Review Plan to ensure that all regulatory services be available in both French and English is in its final year. As we analyze responses to a recent survey of French-language stakeholders, it is evident that the value of the initiatives is being recognized by the community.

To maintain momentum and ensure ongoing quality French-language services, a French-language Services Operational Policy has been developed for College staff.

The following review highlights the achievements of 2008 as well as the projected initiatives for 2009. As well, it includes selected data from a recent survey to stakeholders.

2008 ACHIEVEMENTS

2009 PROJECTED INITIATIVES

Office of the Registrar

Bilingual staff is at projected target

Corporate and Council Services

Number of bilingual staff **in designated bilingual positions: 10**

Human Resources

- Overall bilingual positions at the College have gone from **26** to **51**.
- Bilingual proficiency evaluations have been implemented for the recruitment of qualified bilingual candidates.
- Professional learning opportunities to improve French-language skills are ongoing:
 - nine individuals have been approved for immersion French-language training in French-language environments, with a total of 30 weeks of immersion training by summer 2009;
 - enrolments in on-site lunch hour French-language training have occurred since January 2007 at beginner through advanced levels. In this last year, there were 68 enrolments involving 37 different individuals
- Network established with stakeholders and consultants for bilingual recruitment purposes

French-Language Publications

- The series of recommendations adopted in the last two years have become the standard thus ensuring that French-language publications reflect the distinctiveness of the francophone culture.

Information Technology

- Explore technological applications for French-language users: analysis re: implementation of FL operating system

Margaret Wilson Library

- Partnership established with the École des sciences de l'éducation at Laurentian University and le Centre franco-ontarien de ressources pédagogiques (CFORP) to help identify the resource needs for the French-language community. CFORP now provides copies of all new releases for the Margaret Wilson Library
- A dedicated French-language area was created in the library.

- Maintain at **2**



Target to be reached through attrition: **12**



Target to be reached through attrition: **62**



- Continue to fill designated bilingual positions through attrition
- Continue to monitor implementation of language assessment tool used when hiring bilingual staff
- Review criteria for French-language training and update roster of potential participants

- Ongoing



- Exploration is ongoing



- Add French-language subject headings in the online catalogue to improve research capabilities.
- Conduct a needs assessment of French-language resources every 2 years.



2008 ACHIEVEMENTS

2009 PROJECTED INITIATIVES

French Language Services

Number of bilingual staff **in designated bilingual positions: 3**

- Participate at university fairs in Quebec
- Education career days organized with FESFO for senior secondary school students (Windsor, Toronto, Sudbury, Cornwall, Thunder Bay)
- Development of resource to inform schools regarding education career days)
- Review College documents, revised annually in light of comments and recommendations documented during 2007-2008 consultation
- Award contract for development of education glossary (lexicon)
- Maintain contact/communications with stakeholders
- Analyse current practices for member participation in College activities (consultation, forums...)
- Work closely with all College departments and Teachers' Qualifications Review initiatives regarding French-Language Services.

Target to be reached through attrition: **4**

- Validation exercise and pilot phase of education glossary (lexicon) with network of French-language contacts
- Work with Minister of Education / Ministry of Training, Colleges and Universities permanent work group to develop strategies to better inform French-language secondary school students about a career in education and ensure continuation and funding for activity such as career day in education.
- Maintain contacts with French-language stakeholders
- Use virtual methods to enhance French-language participation in College activities
- Plan activities for staff such as lunch'n learns in order to further develop an understanding regarding the particulars of a minority context and its impact on teacher education.
- Develop FLS operational policy in order to maintain processes as well as the level of services implemented in the last three years.

2008 ACHIEVEMENTS

2009 PROJECTED INITIATIVES

Investigation and Hearings

Number of bilingual staff **in designated bilingual positions: 6**

- Development of dispute resolution resource in French-language to assist panelists in writing decisions
- Increased bilingual capacity in the areas of investigation, dispute resolution and management

Target to be reached through attrition: **7**

- Monitor delay in French-language matters at DC and DR programs/develop capacity to conduct French and English hearings on same day or with minimal delay.



Membership Services

Number of bilingual staff **in designated bilingual positions: 22**

- Ongoing tracking of process ensuring that French-language applications are treated in the same time frame as English applications.

Target to be reached through attrition: **30**

- Monitoring of application processes will be ongoing
- Work with Laurentian university's École des sciences de l'éducation regarding the development of a protocol which would inform internationally educated students requesting transcripts for entrance into the faculty to request a second official document for eventual College application.



Standards of Practice and Accreditation

Number of bilingual staff **in designated bilingual positions: 7**

- Development of additional standards based resources to support the revised standards, which include narratives and action research that apply to and are derived from those who work in the French-language system.
- Increased French-language capacity at the management level
- Strategy developed to ensure French-language input in the development of all AQ courses

Maintain at **7**

- Translation of the accreditation panel training manual
- Enhance means to ensure all consultations in both languages

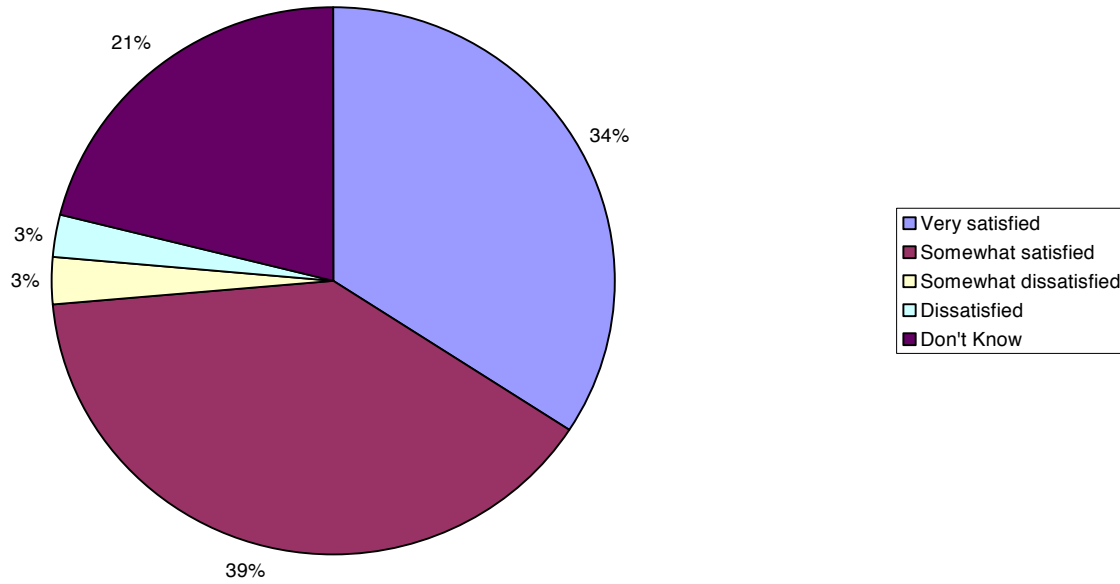


A short survey was forwarded to French-language community partners in March 2009 to gauge their level of satisfaction with the improvements implemented to date as part of the College's three-year French-Language Services plan. The feedback was sought from French-language organizations representing educators, parents and other stakeholders who participated in the initial review of the plan that was held through a series of regional consultations in 2007. The survey was issued to approximately 100 individuals and the final response rate was 45 per cent.

The survey concentrated on the College services participants raised during the initial regional consultations, such as the level of satisfaction with the quality of French-language services provided in day-to-day interactions with College staff and the improvements made to better reflect the Francophone culture in *Pour parler profession*.

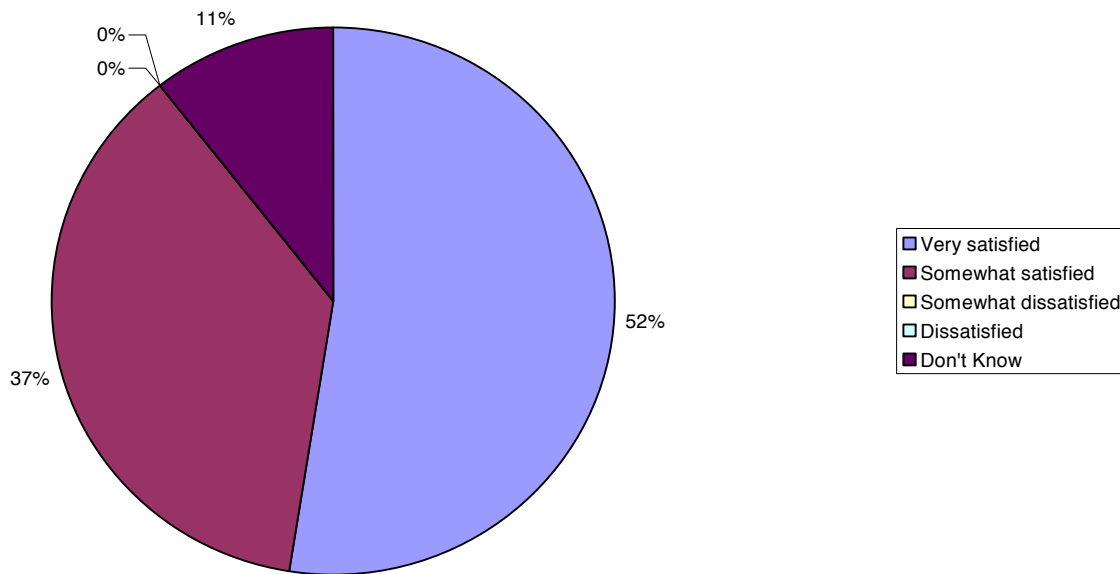
When you communicate with the College in French, what is your level of satisfaction with the quality of French provided in the services you receive?

Telephone services



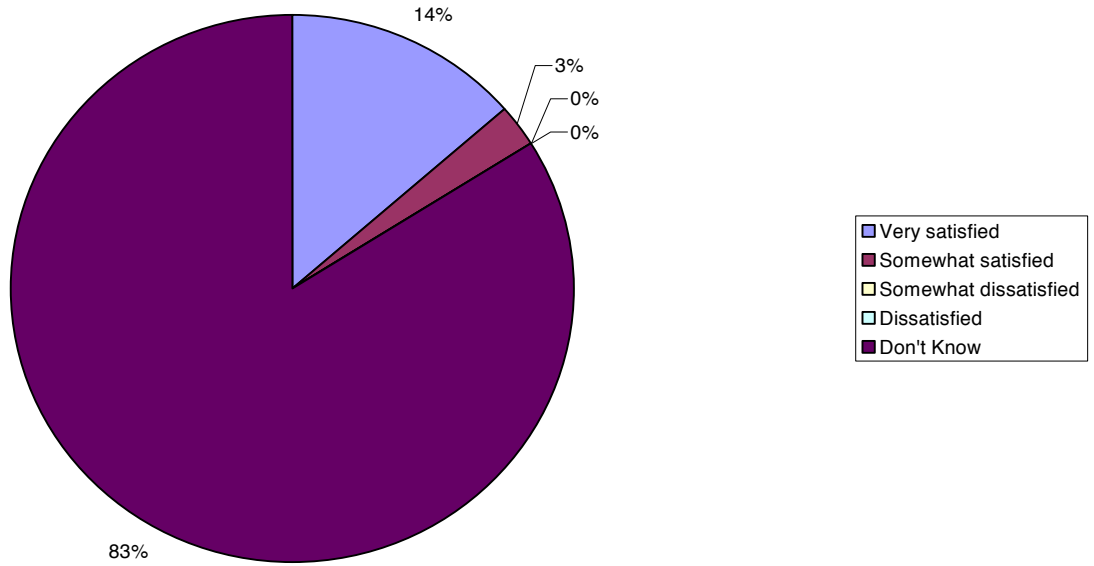
When you communicate with the College in French, what is your level of satisfaction with the quality of French provided in the services you receive?

Correspondence and online services

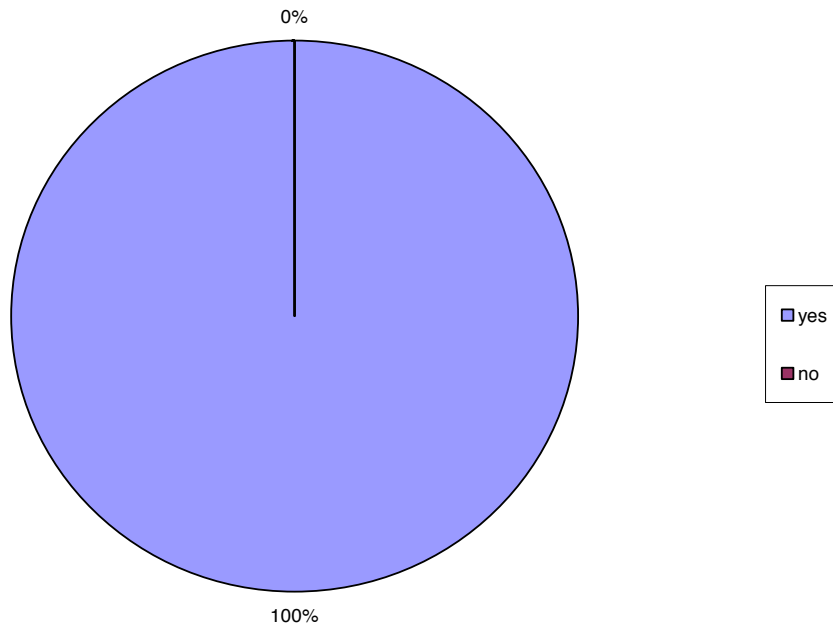


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Services of the Margaret Wilson Library



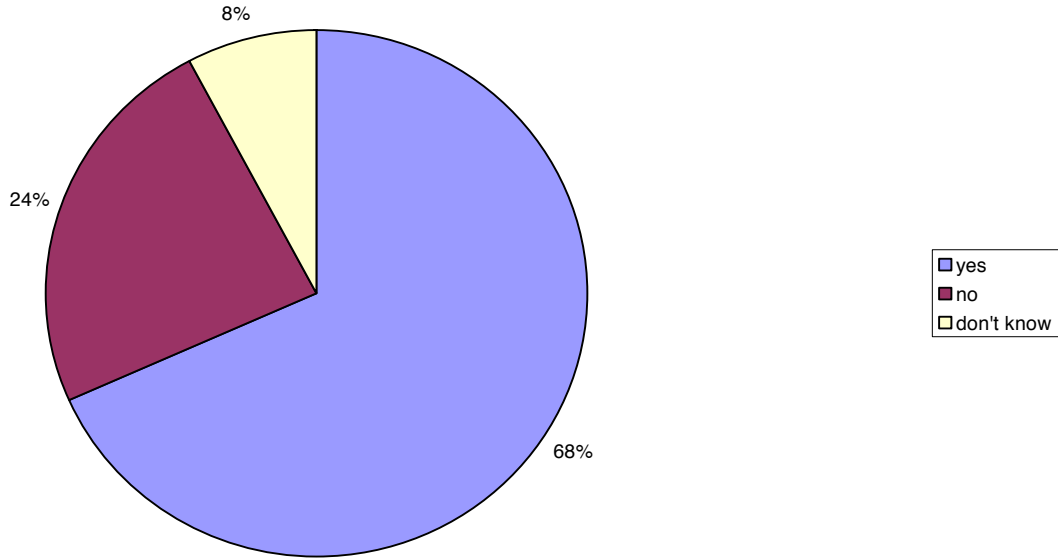
Do you feel that the French version of the standards of practice and ethical standards accurately reflect the Francophone community?



Professionally Speaking

Have you noticed changes in the following:

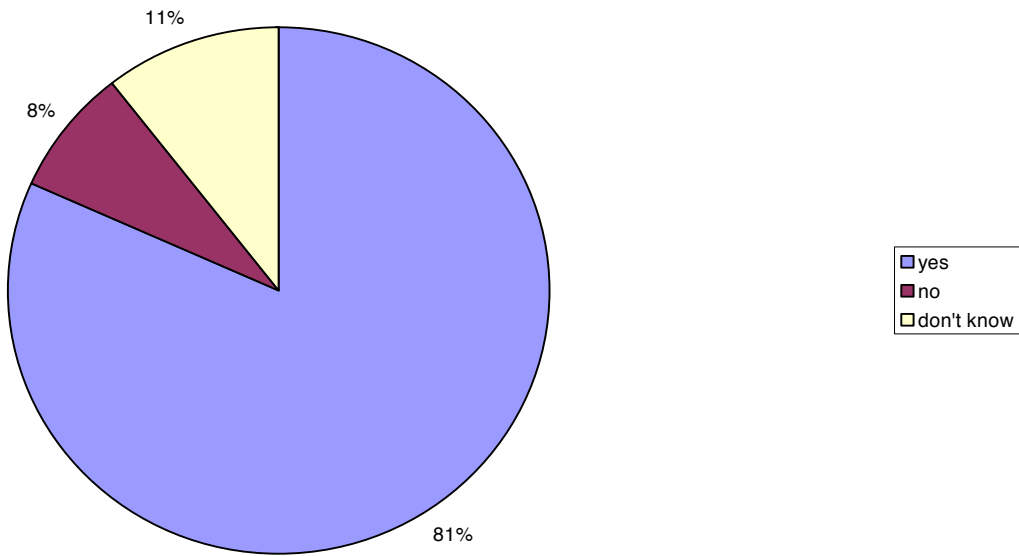
Front page of the magazine



Professionally Speaking

Have you noticed changes in the following:

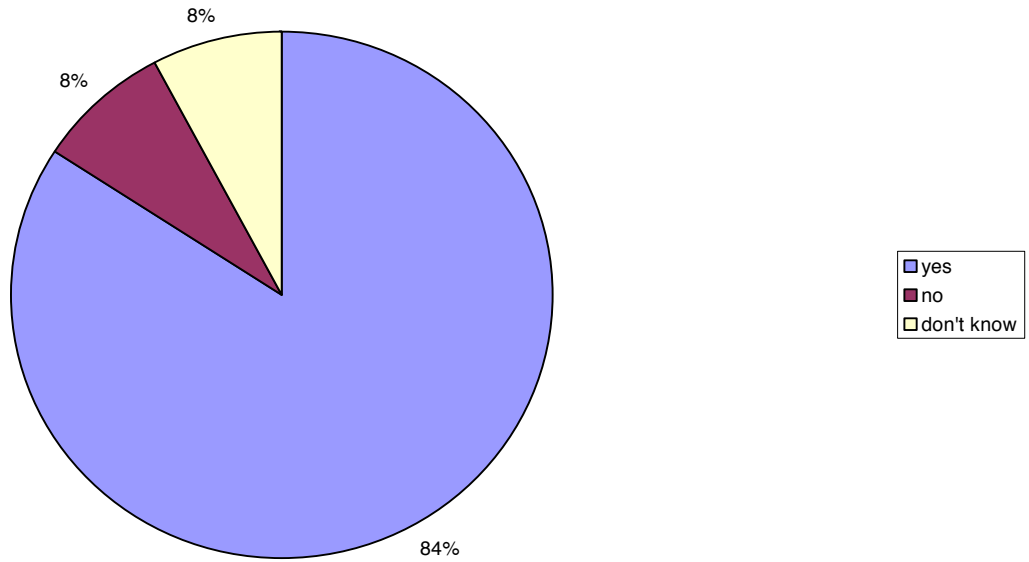
Articles published



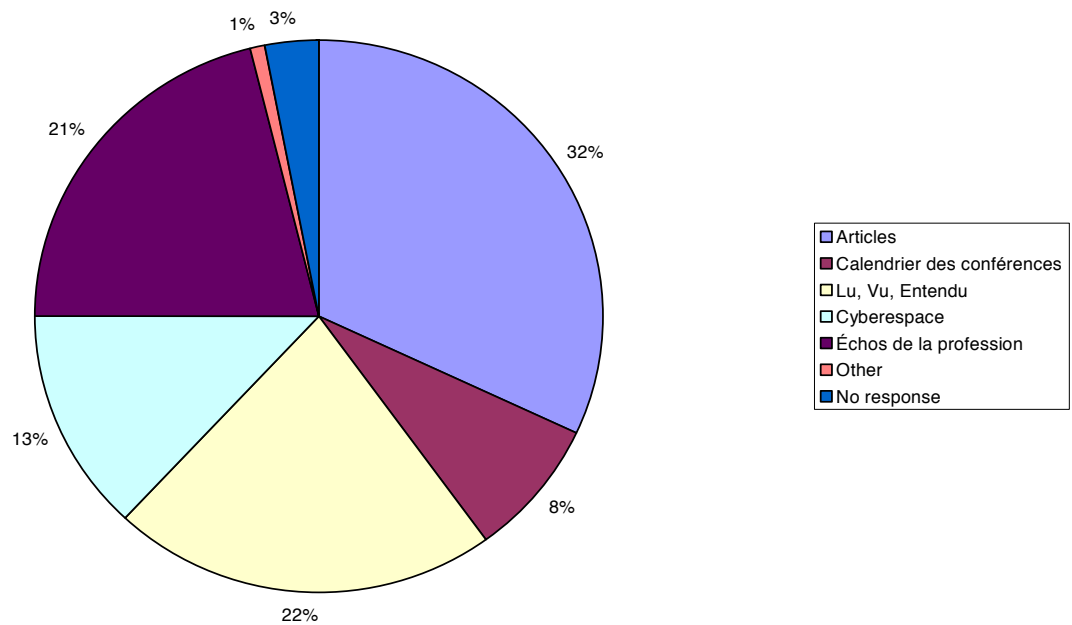
Professionally Speaking

Have you noticed changes in the following:

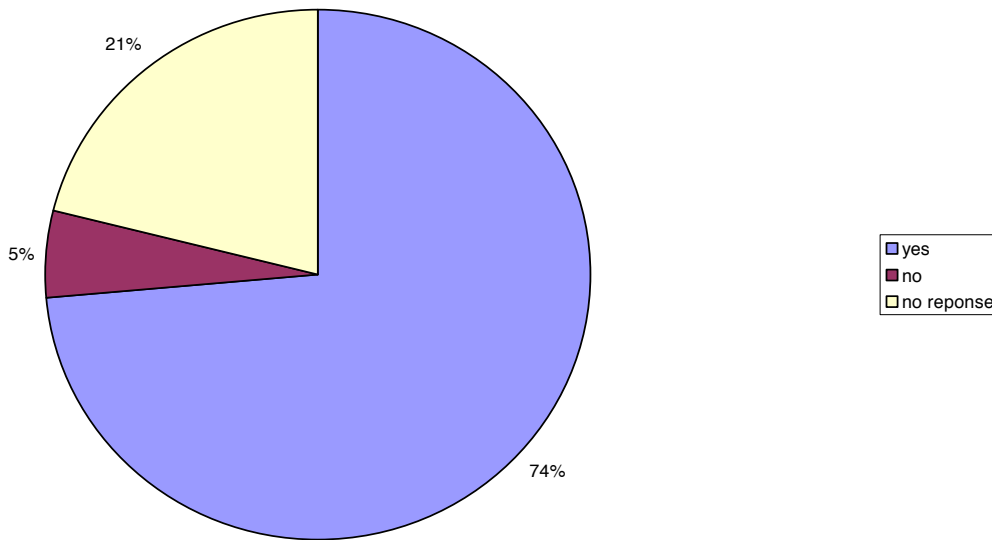
Photographs used to depict the Francophone community



What French resources offered by the magazine have you most appreciated?



If you have participated in activities where the College was represented, were the College's documents available in French?



Francophones across Ontario are recognizing that there are notable changes at the Ontario College of Teachers in regards to French-language services. In only three years, the College has greatly increased its capacity to offer equal services in both languages of instruction. In all departments of the College, services in both languages are now available. A significant milestone this year has been the added capacity in the Investigation and Hearings department, where we are able to conduct full processes in French without relying on translation.

We have systematically tracked stakeholder satisfaction since the onset of the project and satisfaction has been consistently on the rise. The recent survey confirms that our stakeholders recognize the changes that have been occurring at the College.

The dedication of our people is key to our success and the results are a testament to their great efforts. We expect to continue steady progress in improving the College's bilingual capacity. Our duty to offer services of equal quality in both French and English remains central to our public service ethic.

This report highlights the achievements of 2008 and proposed initiatives for 2009 in the following key areas: human resources, French-language publications, information technology, liaison with the Francophone community, Membership Services, Standards and Accreditation and Investigation and Hearings.

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