

The Bilingualism in a Plurilingual Canada colloquium took place on June 19th and 20th 2008. This video clip and fact sheet series is an initiative brought to you by the Official Languages and Bilingualism Institute (OLBI) of the University of Ottawa in partnership with the Canadian Association of Second Language Teachers (CASLT) and funded through the Official Languages Research and Dissemination Program jointly sponsored by the Social Sciences and Humanities Research Council of Canada and the Department of Canadian Heritage.

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The goal of this initiative is to make current research in second language teaching and learning available to teachers and the general public.

All video clips and fact sheets from this series can be downloaded from the CASLT and OLBI Web sites.

Retention of new teachers in the development of linguistic duality

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This study reports on the retention and attrition of new teachers in Manitoba in a French minority and French immersion environment. Participants included 130 graduates of the Bachelor of Education program at the CUSB and 77 administrators of francophone and French immersion schools in Manitoba. Questionnaires and interviews provided both qualitative and quantitative data. Recommendations for facilitating new teachers' integration into the profession.

Facts

- Historically, new teachers leave the profession because of work conditions, lack of support at the beginning of their career, and inadequate preparation in the Bachelor of Education program.
- The attrition rate of new teachers in Manitoba is 26%. The attrition rate of graduates from the program at CUSB is 7%.
- Attrition does not seem to be a factor to explain the teacher shortage in Manitoba's French first language and French immersion programs.
- Two main factors facilitate integration into the profession: 1) support from colleagues and 2) pre-service training.
- The experience-based program offered at CUSB appears to be successful in preparing new teachers.
- Administrators suggest integration into the profession is facilitated by support from administrators and colleagues.
- New teachers would like to see a mentoring program and more support from administrators.
- Both new teachers and administrators identify classroom management and student evaluation as challenges.

