

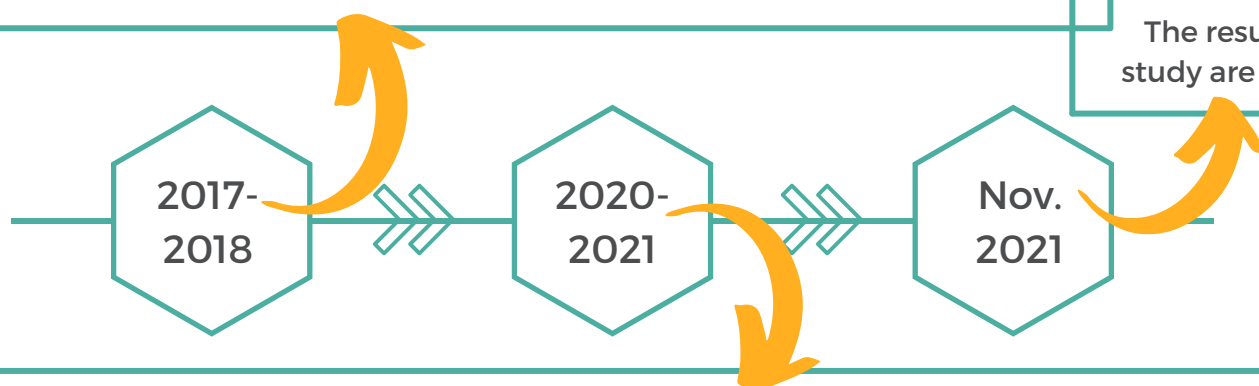
# Report on the Study of the Shortage of FI AND FSL TEACHERS

[View the full report](#) 

## CONTEXT

In ACPI's Canada-wide Consultation, **70%** of respondents indicate that they are experiencing French teacher **shortages**. CASLT and the National FSL Roundtable had previously reported the same finding for other FSL programs.

The results of the study are revealed.



ACPI, in collaboration with CASLT, launches a study to gain a true picture of the shortage of FI and FSL teachers. The study involves a literature review, interviews, and an online survey. The responses represent 934 schools across all provinces and territories of Canada.

## GLOSSARY

- ACPI = Association canadienne des professionnels de l'immersion (Canadian Association of Immersion Professionals)
- CASLT = Canadian Association of Second Language Teachers
- FI = French Immersion
- FSL = French as a second language
- FTE = Full-time equivalent

# The Status of the **SITUATION**

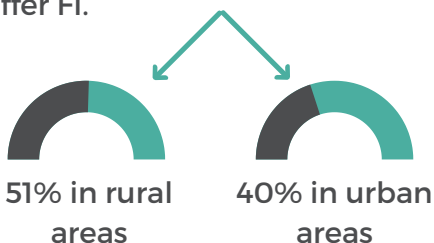
## FRENCH IMMERSION



There are 2,106 Canadian schools offer FI programs.



The shortage affects 42% of schools that offer FI.



The estimated shortage of FTE faculty in FI is between 1,000 and 1,400.



This represents an average shortage of 0.51 FTE per FI school in Canada. For schools that are already in a shortage situation, the reality is even more problematic: an average of 1.58 FTE teachers missing per school.

## FRENCH AS A SECOND LANGUAGE



There are 10,630 English-language schools in Canada.



The shortage affects 1/3 of the schools that offer FSL programs other than FI.









The estimated shortage of FTE FSL teachers is between 7,000 and 8,000.



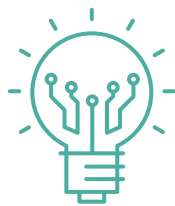
This represents an average shortage of 0.82 FTE per school offering FSL programs other than IF. If only those already in a shortage situation are included, there is a shortage of 2.51 FTE teachers per school.

# Causes of the **SHORTAGE**



-  **INCREASE IN POPULARITY OF FRENCH IMMERSION PROGRAMS**  
An increase of almost 40% in 20 years.
-  **SCHOOL LOCATIONS**  
It is difficult to fill positions with qualified personnel in different parts of the country.
-  **CULTURAL CONTEXT**  
FI teachers may feel isolated in a context where French is not widely spoken.
-  **NUMEROUS ADMINISTRATIVE CHALLENGES**  
Lack of awareness of the challenges and realities of FI/FLS programs, professional development often offered only in English, etc.
-  **WORKING CONDITIONS AND DEVALUATION OF TEACHING STAFF**  
Overload, difficulty managing increasing demands, lack of high-quality adapted materials for FI, etc. Many teachers leave their jobs within the first 5 years.
-  **LACK OF QUALIFICATIONS**  
In addition to a teaching certificate or license, one must also have FSL teaching skills, advanced French language skills, etc.

## Towards **SOLUTIONS**



- Recruiting and training FSL teachers
- Facilitating access to professional development opportunities
- Fostering conditions and providing supports that promote retention
- Better understanding the shortage among different categories of the profession and in different regions of the country
- Supporting administrators of FI programs
- Collaborating with educational institutions to train more FSL teachers