

# PUTTING DATA TO WORK

To Help Solve Canada's FSL and Francophone  
Teacher Shortage

a collaborative project  
CSBA / CASSA / FNCSF / RNDGE / CLÉ

July 2022

Putting Data to Work - Faisons parler les données



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# What is this project about?



Recruitment,  
mobility and  
retention of French  
language teachers

Led by CSBA and  
FNCSF

In collaboration with  
CASSA and  
RNDGE

Financed by  
Canadian Heritage

Technology partner:  
Le CLÉ

Involves other key  
partners in  
education

Targets the  
development of a  
nationwide cloud-  
based technology  
framework

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# Table Talk

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- What have you heard about the French teacher shortage?
- What discussions have taken place at your board table?
- What does the French language teacher shortage look like in your system?
- What is **one** thing you know about this shortage

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# Why is this project relevant?



- Collaborative nature mobilizing key partners in education
- Provides accurate, standardized, quantitative data to define the French teacher shortage
- Gathers input from school system administrators to determine relevant metrics
- Commits to minimizing duplication of efforts for HR and IT departments
- Enhances workforce planning
- Develops a versatile educational data collection tool with further potential

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# Value Added for Education in Canada

Gain	Gain a better understanding of the variables affecting the FSL teacher shortage
Inform	Inform decision-making in all matters of recruitment and retention of French teachers
Access	Access standardized data for improved workforce planning
Support	Support access to federal financing
Develop	Develop a technology framework that allows for data collection in all fields of education
Promote	Promote open dialogue between ministries, universities and school systems to take on challenges and preserve programs

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# Rapid Fire

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In your experience, what data would be useful to define the French teacher shortage?

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Centre de leadership et d'évaluation

# The Metrics

## 1. In a first year, what data do we collect to define this shortage?

<p><b>Profile of School Board</b> (by year and by school)</p> <ul style="list-style-type: none"><li>• Number of students</li><li>• Type of school</li><li>• Postal code (first three characters)</li></ul>	<p><b>Information on Available Positions</b> (by posting)</p> <ul style="list-style-type: none"><li>• Type of position (term, probationary, FTE)</li><li>• Domain/specialty</li><li>• Date of posting &amp; school postal code</li></ul>
<p><b>Staffing Profile</b> (by teacher and grade level)</p> <ul style="list-style-type: none"><li>• Qualified or non-qualified</li><li>• Full time, part-time, FTE, admin time</li><li>• Years of service</li><li>• Retirements (actual et anticipated)</li><li>• Resignations</li><li>• Geographical areas</li></ul>	

## 2. Cocreation of highly automated data marts (CLÉ & school systems)

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fricsf Bâtir l'avenir  
RNDGE

# Prototype of Interactive Local Dashboard in Power BI



TEACHERS SHORTAGE

Français

English

PROVINCE

All

COUNCIL

CONSEIL-1

CONSEIL-10

CONSEIL-11

CONSEIL-2



No. TEACHERS

7900



QUALIFIED TCHRS.

3700



UNQUALIFIED TCHRS.

4200



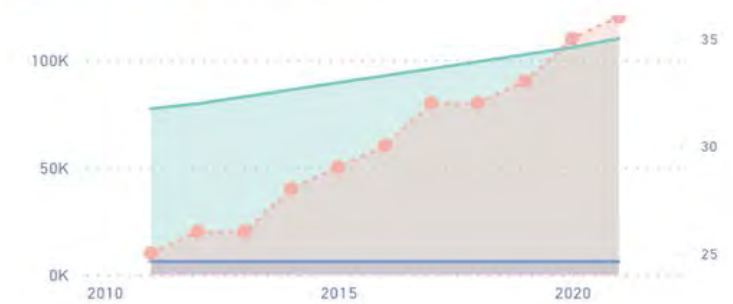
No. STUDENTS

110000

## FULL-TIME TEACHERS AND STUDENTS

BY YEAR

Students Full-time teachers Ratio



## TEACHERS

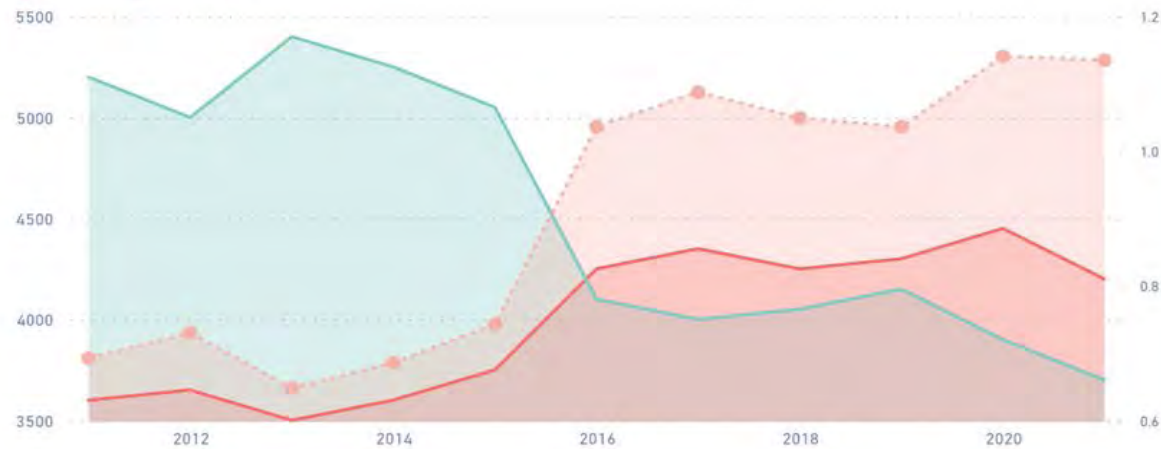
YEARS

2011

2021

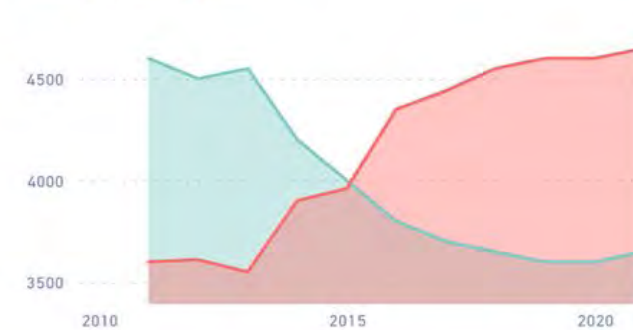


Unqualified Qualified Ratio



## JOB POSTINGS

Status Fulfilled Unfilled

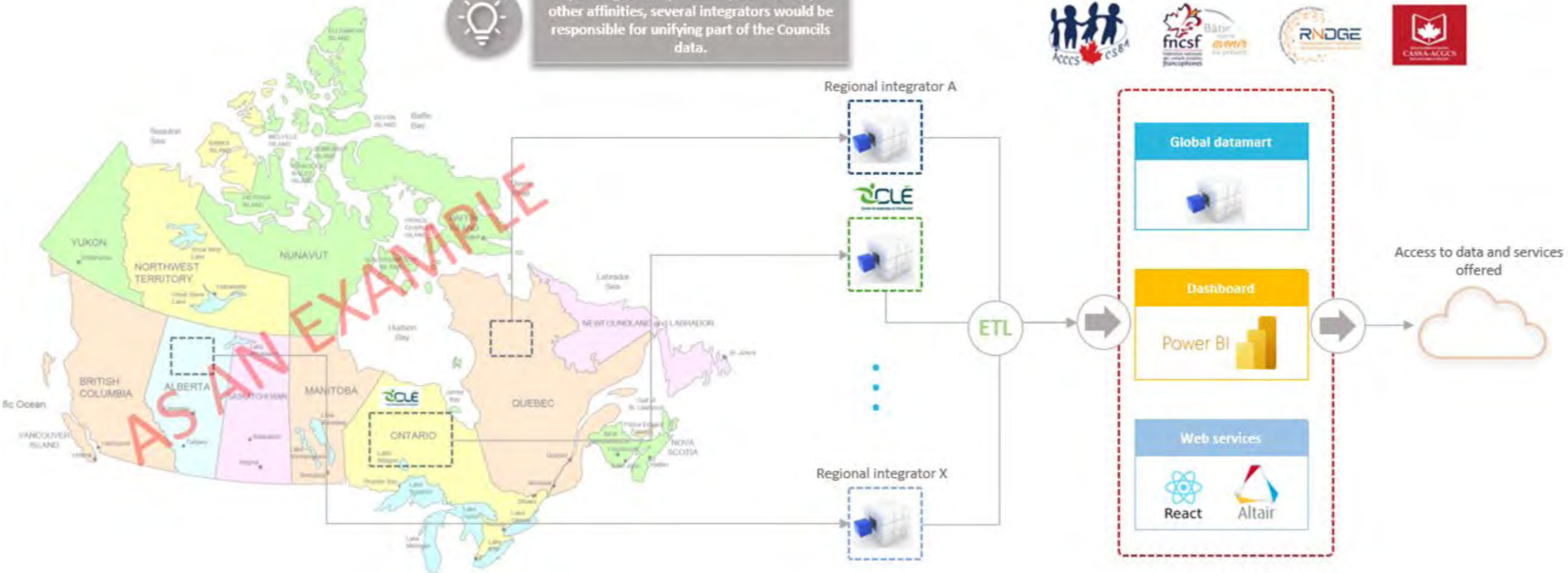




# Anatomy of the Infrastructure (Local, Provincial/Territorial and National Levels)



Depending on the provinces, sectors and/or other affinities, several integrators would be responsible for unifying part of the Councils data.



## February 2021 – March 2022

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- Define the problem
- Promote awareness and develop buy in
- Identify what we have and what data are missing
- Develop relationships
- Survey school systems for feedback on metrics
- Develop and facilitate workshops to identify and validate metrics
- Launch 5 francophone system pilots in various regions of the country

## Next Steps... 2022 - 2024

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- Promote the database
- Expand participation
- Identify provincial/territorial integrators
- Design and test local data marts and dashboards within 2 pilot systems outside Ontario
- Create secure, cloud-based framework for integrating these data
- Launch national data collection

# How can trustees help?

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- Support your school system's participation
- Talk about the database with your superintendent/DG
- Raise awareness at the local level
- Invite us to present

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