



Procès-verbal
Le 22 février 2024
Rencontre bilingue avec les GSMR

Sont présents :

Réseau : Julie Marsh (Triangle Magique), Mélissa Moulton (Ville du grand Sudbury), Maryse Barrette et Lyne Breton (Conseil scolaire catholique du NouvelOn), Francine Bolduc (Centre pour l'enfant et la famille d'Elliot Lake), Gisèle Pelky (All Star Children Services), Jodi Corbett (ministère de l'Éducation), Geneviève Verreault et Elise Robitaille (Association francophone à l'éducation des services à l'enfance de l'Ontario-AFÉSEO).

Municipalités: Laura Urso (Ville du Grand Sudbury), Nancy MacLean et Nathalie Rouillard (CADSS-Conseil d'administration des services du district d'Algoma), Megan Brazeau et Amy Ingram (CADSS Conseil d'administration des services sociaux du district de Manitoulin-Sudbury), Marelene Miskiw (Social Services Sault Ste. Marie), Miranda Mackie (CADSS Conseil d'administration des services sociaux de Sudbury) et Tanya Ritter (CADSS Conseil d'administration des services sociaux du district de Sault Ste. Marie), Alexandria Malachowski, Andrea Halvorsen et Dawnette Hoard (CADSS Conseil d'administration des services sociaux du district de Thunder Bay).

Sujets de discussion	Décisions prises	Suivis
1. Ouverture de la séance Opening of Session	Opening of session. Screen presentation.	
2. Lecture de l'ordre du jour Reading of Agenda	Corriger le nom de la personne qui représente le Ministère : remplacer Lina Davidson par Jodi Corbett.	
3. Déclaration de conflits d'intérêts Conflict of Interest Statement	Les membres de l'AFÉSEO, soit Geneviève Verreault et Elise Robitaille devront se retirer si des décisions doivent être prises au sujet des services offerts par l'AFÉSEO. Toute autre personne qui agit à de nombreux titres doit aussi déclarer un conflit d'intérêts, selon le cas.	
4. Discussion avec les municipalités Discussion with Municipalities	The objective of the discussion is to share priorities raised during our planning session on January 25, 2024. Priorities for 2024-2025: <ul style="list-style-type: none"> - Recruitment (high schools); - Lack of French-speaking staff (international recruitment and development of self-training for staff); - Linguistic insecurity among French speakers (FrancoFUN or other training). 	

RÉUNION DU RÉSEAU INTERAGIR NORD
Algoma, Thunder Bay, Thunder Bay district, Sudbury, Sault-St-Marie,
Manitoulin-Sudbury district, Rainy River / Kenora

Questions for municipalities:

- What priorities were raised in your planning for Francophones?
- How can we work together to align and achieve them?
- Are there any recruitment strategies in high schools?

Minutes from the open discussion:

The question was raised regarding whether February is an appropriate time for the annual meeting to discuss opportunities and priorities in various areas. It was agreed that January and February are indeed ideal months for such discussions. There was consensus that hosting the meeting in a venue frequented by French communities would provide a conducive environment for French-speaking interactions and activities. It was highlighted that creating a fun and open space for events conducted in French would serve to honor the language and culture.

Concerns were expressed regarding the reluctance of bilingual Early Childhood Educators (ECEs) in the region to engage in French-speaking environments. It was noted that some early childhood educators (ECEs) feel they lack opportunities to converse in French, despite being bilingual. Approximately 30% of the local population is actively seeking bilingual childcare services.

The issue of the scarcity of French-speaking staff was acknowledged as a significant challenge. Many bilingual individuals struggle with linguistic insecurity when speaking French, compounded by the limited opportunities to practice the language in a predominantly Anglophone community where 90% of the population is English speaking. This lack of exposure and practice leads to a loss of language proficiency among both children and adults. Furthermore, it was highlighted that even when early childhood educators (ECEs) introduce French to children in their care, the children often do not have opportunities to use the language outside of the childcare center, exacerbating the issue of language retention and fluency.

FrancoFun Professional Development Proposal:

RÉUNION DU RÉSEAU INTERAGIR NORD
Algoma, Thunder Bay, Thunder Bay district, Sudbury, Sault-St-Marie,
Manitoulin-Sudbury district, Rainy River / Kenora

The importance of self-confidence was emphasized as the foundation for language proficiency, underscoring the significance of the FrancoFun program in addressing this need. It was suggested to integrate a learning day within a professional development (PD) day to facilitate accessibility and participation. Funding opportunities through InterAgir and the Ministry were highlighted, covering travel and training expenses, with the possibility of cost sharing. To maximize participation and outreach, it was proposed to offer both standalone events and outreach sessions in various locations. This approach would enable staff members to attend events that best suit their schedules and preferences, while also fostering connections and collaboration. Emphasis was placed on leveraging the geographic diversity in the North to support this initiative, ensuring equitable access to professional development opportunities across different regions.

Next steps:

Participants expressed enthusiasm for offering different options for professional development sessions, including in-person gatherings to facilitate engagement within the communities. It was suggested that InterAgir could assist in drafting a comprehensive plan, which would aid in presenting the proposal to upper management for approval. The importance of outlining the purpose and goals of the plan was emphasized.

The idea of offering both virtual and in-person sessions was endorsed, with the aim of reducing travel time and enhancing collaborative opportunities among staff members. It was noted that friendships often develop through these community of practice sessions.

There are many benefits of supporting a combination of virtual and in-person sessions, as this approach would promote connections and provide additional support. Participants suggested coordinating these opportunities with other events, such as the Northern Ontario Service Deliverers Association (NOSDA)/Ontario Municipal Social Services Association (OMSSA) to capitalize on existing travel plans.

It was proposed that professional development sessions could be hosted simultaneously in multiple communities, with virtual connections to facilitate collaboration and reduce travel time. Participants noted that professional development days (PD) sessions scheduled on Fridays, especially in conjunction with school professional development days (PD) days, tend to

RÉUNION DU RÉSEAU INTERAGIR NORD
Algoma, Thunder Bay, Thunder Bay district, Sudbury, Sault-St-Marie,
Manitoulin-Sudbury district, Rainy River / Kenora

have higher attendance rates though concerns were raised regarding the difficulty in securing additional staff to cover for those attending professional development sessions.

Annual or bi-annual meetings were raised for consideration. Suggestions were made for a fall discussion to plan for the upcoming year, recognizing the importance of not overlooking opportunities for the current year. It was emphasized to work around various commitments to maximize participation.

Concerns were voiced regarding the lack of access to French training in Thunder Bay. Participants highlighted the importance of providing advance notice of dates for planning purposes and expressed openness to collaborating with InterAgir to facilitate professional learning opportunities. The need to raise awareness within the French community about available professional development opportunities was noted.

The significance of providing multiple opportunities for staff to participate in professional development was emphasized to address linguistic insecurity and encourage acceptance of accents.

Collaboration with colleges, and consideration to involving high school French immersion students (grades 7-8) was discussed to reach out to students and promote awareness of opportunities to work as early childhood educators (ECEs) in French-speaking environments.

The idea of developing resources to guide individuals to engaging learning opportunities in a fun and accessible manner outside of formal training sessions was proposed. The InterAgir East and Southeast developed videos to promote the practice of early childhood education to high school students:

[\(La profession de la petite enfance t'appelle...
Découvrir la profession de la petite enfance\).](#)

Sharing the website that was recently launched by the Ministry:

<https://www.ontario.ca/fr/page/devenir-une-educatrice-ou-un-educateur-de-la-petite-enfance-inscrit>).

RÉUNION DU RÉSEAU INTERAGIR NORD
 Algoma, Thunder Bay, Thunder Bay district, Sudbury, Sault-St-Marie,
 Manitoulin-Sudbury district, Rainy River / Kenora

5. Lecture du compte-rendu de la réunion du 25 janvier 2024	Aucun changement apporté.	
6. Coordination du réseau	<p>➤ Plan de travail 2023-2024 :</p> <ul style="list-style-type: none"> - Il a été noté que tout le budget sera dépensé d'ici le 31 mars 2024; - Des questions ont été soulevées concernant les occasions de perfectionnement professionnel pour inviter les éducatrices et les éducateurs de la petite enfance (EPE) des conseils scolaires. Il a été mentionné que ces formations ne sont pas rémunérées par les conseils scolaires. Auparavant, le Ministère offrait des fonds à cet effet, mais ce n'est plus le cas. Un enjeu majeur est que le personnel n'est pas rémunéré en dehors des heures de classe, ce qui signifie que, si le perfectionnement professionnel est offert en fin de semaine ou en soirée, le personnel pourrait ne pas être intéressé d'y participer; - Il a été suggéré de créer ou de trouver un document sur les meilleures pratiques ou une liste (en anglais) de formateurs francophones qui seraient mis à la disposition des gestionnaires des services municipaux regroupés (GSMR); - Il a également été proposé d'avoir des documents promouvant les services de formation en français traduits en anglais; - Une meilleure pratique recommandée est d'inclure des tables de discussion francophones durant les séances de formation, et ce, même lors de séances de formation anglophones, comme moyen de promouvoir la langue française; - La question d'inviter des facilitateurs de l'AFÉSEO pour faire un remue-méninges a été soulevée et ce, pour en savoir plus au sujet des formations disponibles. 	<p><u>Geneviève Verreault:</u> Faire un suivi au sujet des coûts et des détails de la formation FrancoFUN.</p> <p><u>Geneviève Verreault:</u> Vérifier pour la traduction du document des autoformations gratuites offertes par l'AFÉSEO afin de partager cette ressource avec les municipalités anglophones.</p>
7. Mise à jour du ministère de l'Éducation	<ul style="list-style-type: none"> - Un site Web contenant des informations complémentaires a été mentionné comme une ressource précieuse pour ceux intéressés par la profession. Vous pouvez y accéder en suivant ce lien : (https://ecegrants.on.ca/fr/formation-complementaire/); - Des fonds sont disponibles pour les organismes à but non lucratif, ainsi qu'un financement spécifique pour les communautés francophones. On vous suggère de 	

RÉUNION DU RÉSEAU INTERAGIR NORD
 Algoma, Thunder Bay, Thunder Bay district, Sudbury, Sault-St-Marie,
 Manitoulin-Sudbury district, Rainy River / Kenora

	<p>consulter le lien suivant : (https://www.ontario.ca/fr/page/possibilites-de-financement-offertes-par-le-gouvernement-de-lontario);</p> <ul style="list-style-type: none"> - L'instrument de mesure est en place : le Ministère analyse les données qui seront publiées au printemps 2024. Ce processus prend généralement de 9 à 12 mois, avec des mises à jour disponibles par la suite. 	
8. Échos du secteur	En mars 2024, les plus récentes informations seront disponibles dans le document « Échos du secteur » que vous retrouverez dans l'espace de formation MAPPE.	
9. Partage des activités & accomplissements des régions	Aucun partage	
10. Points saillants à partager au réseau provincial	<ul style="list-style-type: none"> - Rencontre avec les gestionnaires des services municipaux regroupés (GSMR) et les conseils d'administration de district des services sociaux (CADSS) pour discuter des priorités et des occasions de formation; - Autoformations pour l'équipe accueillante et pour le personnel issu de l'immigration à venir. 	
11. Date des prochaines rencontres pour l'année 2024-2025	<p>Les prochaines rencontres auront lieu le jeudi de 9 h 30 à 11 h 30 :</p> <ul style="list-style-type: none"> ▪ Le 4 avril 2024; ▪ Le 23 mai 2024; ▪ Le 19 septembre 2024; ▪ Le 7 novembre 2024; ▪ Le 16 janvier 2025; ▪ Le 27 février 2025. 	
12. Levée de la séance	La séance est levée à 11 h 21.	