

A Culturally Responsive Based Framework for French Immersion Public Schools in Ontario

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Abstract : This paper offers a rudimentary vision of a French Immersion Framework based on inclusion and equity in an Ontario school system. It examines the role that culture plays in responsive and equitable French Immersion education firstly by contextualizing French Immersion Education and Equity and Inclusive Education in the historical and political situation of Ontario, Canada. By laying a foundational understanding of the role culture plays in education, it then argues the importance of acknowledging and including teacher culture, student culture, and school culture into a French Immersion Framework to create a space that is more equitable, inclusive, and responsive to all.

Keywords : French immersion education, Ontario education, equity and inclusive education, bilingual education

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