

ERIC KEUNNE, BA, B.Ed, MA, MEd, PhD Candidate

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School Principal (K–12), Ecole Franco-Niagara, Conseil scolaire Viamonde
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ACADEMIC PROFILE

Teacher educator, school leader, and doctoral researcher specializing in French as a Second Language (FSL), French language education, and second language teacher preparation in Ontario and across international Francophone contexts.

I bring nearly two decades of experience across K–12 schools, district leadership, postsecondary teaching, curriculum development, and national professional learning initiatives. My work is grounded in both institutional leadership and scholarly inquiry and sits at the intersection of teaching, policy, research, and community engagement.

Across my career, I have developed a strong record of:

- preparing future FSL teachers in university-based teacher education programs
- teaching French language, curriculum, and pedagogy at the postsecondary level
- mentoring early-career and internationally educated teachers entering Ontario schools
- contributing to scholarship on language policy, teacher integration, bilingual education, and equity in schooling
- building bridges between universities, school boards, and Francophone communities
- designing curriculum and professional learning grounded in inclusive and socially responsive pedagogies
- contributing to national training initiatives for FSL instructors across Canada

I currently serve as a K–12 Principal in Ontario while completing a Ph.D. in Francophone Studies at York University (anticipated defence: 2028).

My research and teaching program focuses on the intersection of language education, teacher preparation, and social justice, with particular attention to:

- minority-language education in Canada
- French teacher recruitment, preparation, and retention
- the professional integration of internationally educated teachers

- equity and inclusion in second language education
- the sociopolitical dimensions of bilingual and multilingual schooling

My work is guided by the conviction that teacher education in French must respond simultaneously to linguistic, pedagogical, and social realities, and that universities play a central role in shaping equitable and sustainable futures for French-language education in Ontario and beyond.

RESEARCH & TEACHING SPECIALIZATION

- French as a Second Language pedagogy
- French language teaching in Ontario schools (Core, Extended, Immersion)
- Teacher education and professional learning in FSL contexts
- Integration and professional trajectories of internationally educated teachers
- Language policy and bilingual education
- Equity, anti-racism, and culturally responsive pedagogy
- Francophone minority education in Canada
- Comparative and international education particularly in Francophone settings

EDUCATION

PhD Candidate, Francophone Studies

York University (Glendon Campus) — In progress
Anticipated defence: 2028

Dissertation:

Professional Integration of Internationally Educated Teachers in French-Language and French Immersion Schools in Ontario: An Ethnographic Study of Their Professional Development

Master of Arts, French Studies

York University

Master of Education, International Development & Education

University of Newcastle Upon Tyne, United Kingdom

BA + Teaching Diploma (French & English as Second Languages)

École Normale Supérieure Annexe de Bambili
University of Yaoundé I, Cameroon

RESEARCH SPECIALIZATION

- French as a Second Language education in Canada
- teacher education and professional learning
- internationally educated teachers and migration
- identity, belonging, and professional integration
- equity, diversity, and anti-racism in language education
- Francophone minority education and bilingual policy

UNIVERSITY TEACHING & ACADEMIC APPOINTMENTS

Brock University – Faculty of Education

FSL Instructor & Curriculum Developer (Contract)
2023–2025

- Developed and co-taught **EDUC 4P39 – Teaching French in Ontario Schools**
- Taught **EDBE 8F75 – Ontario FSL Curriculum (Intermediate/Senior)**
- Taught **EDBE 8P84 – French Teacher Education**
- Designed curriculum emphasizing inclusion, assessment, and Ontario policy alignment
- Mentored teacher candidates in practicum integration and instructional design
- Contributed to program discussions on equity and teacher retention

York University – Glendon Campus

Course Director & Curriculum Developer (French Department)

2021–2023

- Designed and taught **GL/FRAN 4270M – Francophone Educational Systems**
- Led graduate-level seminar on comparative Francophone schooling and language policy

Research Assistant – Camerise FSL Hub

2020–2024

- Conducted environmental scan on FSL teacher recruitment and retention
- Co-developed knowledge mobilization tools for school boards
- Contributed to design of AQ course materials aligned with OCT guidelines
- Participated in national consultations on FSL teacher pathways

Seneca College – Faculty of Continuing Education

French Language Instructor

2013–2015

- Taught adult French language courses across proficiency levels
- Designed communicative, task-based curriculum aligned with CEFR

NATIONAL TRAINING & CURRICULUM DEVELOPMENT

Centre d'apprentissage des langues – Collège communautaire du Nouveau-Brunswick (CCNB)

Module Developer & National Professional Learning Facilitator – FSL Micro-Certificate Program

2022

- Developed asynchronous training module: “Diversité culturelle en salle de classe” (approx. 5-hour module for FSL instructors)
- Designed content supporting culturally responsive teaching in minority-language contexts
- Contributed to national FSL micro-certificate program supported by Immigration, Refugees and Citizenship Canada
- Facilitated professional development sessions for FSL instructors across Canada
- Collaborated with national network of universities, colleges, and training centres to strengthen FSL instructor preparation

K-12 EDUCATIONAL LEADERSHIP

Principal (K-12)

Franco-Niagara School, Conseil scolaire Viamonde
2025–Present

- Lead academic programming across elementary and secondary panels
- Supervise instructional practice, student success, and school improvement planning
- Mentor early-career and internationally educated teachers
- Strengthen Francophone community partnerships in the Niagara region
- Lead equity-focused school initiatives and inclusive programming

Vice Principal

École secondaire Franco-Niagara
2024–2025

Vice Principal

Garth Webb Secondary School – Halton District School Board
2023–2024

- Directed academic programming and student engagement initiatives
- Led professional learning across departments
- Supported instructional innovation in FSL and literacy programming

Instructional Leader – Equity & Human Rights / Program Lead – HDSB Welcome Centre

Halton District School Board
2020–2023

- Designed district-wide EDI and newcomer support programs
- Led professional learning on culturally responsive pedagogy

- Developed transition supports for newly arrived students and educators

French Teacher, Department Head, Curriculum Leader

Halton District School Board
2014–2020

- Head of FSL, Arts & Music – Milton District HS
- Department Head, Languages & World Studies – Iroquois Ridge HS
- Led curriculum development, NTIP mentoring, and student leadership initiatives

PEER-REVIEWED PUBLICATIONS

Jefford, M., Fossi, A., & Keunne, É. (2023). Postcolonial legacies of conflict: Educational language policies and resource exploitation. In B. Farhadi (Ed.), *Peace as liberation* (pp. 139–154). Springer.

Keunne, É., & Sangha-Bosland, K. (2022). “Isolated and disengaged”: The impact of racism on newcomer students and families during COVID-19. In B. Farhadi & S. Winton (Eds.), *The crisis continuum and the role of public education in a just recovery* (pp. 37–39). Canadian Centre for Policy Alternatives.

Keunne, É. (2022). Équité, diversité et inclusion dans le système éducatif canadien. In M. Masson, H. Elsherief, & S. Adatia (Eds.), *Every teacher is a language teacher* (Vol. 2, pp. 122–135). University of Ottawa Press.

Keunne, É., & Péguret, M. (2023). La compétence interculturelle en action à travers la pédagogie ARI. *The Immersion Journal*, 45(2), 20–24.

Masson, M., Carroll, S., Grant, R., Keunne, É., & Coulombe, E. (2024). Un enseignement des langues inclusif. *Journal de l’immersion de l’ACPI*, 46(3), 46–50.

Keunne, É., & Tchouala Meli, D. (2025). La dynamique de la diversité culturelle et de la transmission linguistique dans les paroisses francophones de Welland et de Limbé. In M. N. Ntedondjeu (Ed.), *Le religieux: Perspectives pluridisciplinaires*. Éditions Pygmée.

Carroll, S. M., Masson, M., Grant, R., & Keunne, É. (2025). It’s (in)escapable: Critically reflecting on a second language curriculum in a settler colonial context. *The Modern Language Journal*, 109(3).

EDITED BOOK

Mpoche, K., Fassé, I., Keunne, É., & Tallé, A. (Eds.). (2026). *Sixty years of official bilingualism in Cameroon (1961–2023): Policies, practices and perspectives*. Les Éditions du Schabel Canada.

REFEREED INTERNATIONAL PRESENTATIONS

American Association for Applied Linguistics (AAAL)- 2022

Keunne, É., de LiraSilva, T., & Fossi, A. *Fostering inclusivity and equity in Ontario's French as a second language education: Teachers' key role.*

University of Pennsylvania – Ethnography in Education Research Forum (2026)

Leadership, legitimacy, and the making of educational truths.

CASLT – Languages Without Borders

Featured Speaker, Montreal (2025)

CLD International Conference – OISE, University of Toronto

Presenter (2025)

PROFESSIONAL SERVICE & POLICY WORK

- Founding President, ALENFO (Alliance des leaders en éducation noire francophone de l'Ontario)
- Advisory Committee Member, ACPI – Integration of Internationally Trained Teachers
- Expert Panel Member, Ontario College of Teachers – TCF calibration (2025)
- Appointed Member, OSSTF Provincial Equity Advisory Work Group (2020–2023)
- Co-organizer & Secretariat, International Conference on Official Bilingualism in Cameroon (Douala, 2023)

PROFESSIONAL MEMBERSHIPS

- Modern Language Association (MLA)
- Canadian Association of Second Language Teachers (CASLT)
- Association canadienne des professionnels de l'immersion (ACPI)
- Canadian Association of African Studies (CAAS)



Eric Keunne