



Council of Ministers of Education, Canada Pan-Canadian French as a First Language Project – Phase II Update

Background: Phase I

The Pan-Canadian French as a First Language Project was created by the ministers of education, through the Council of Ministers of Education, Canada (CMEC), in order to improve the conditions for learning French in minority language settings. CMEC launched Phase I of the project in 2001. That phase was made up of Segment A (production of a francization training kit) and Segment B (development of a contextual analysis of School Achievement Indicators Program [SAIP] results for francophone students in minority language settings). All provinces and territories except Yukon and Quebec participated in this first phase of the project, which was jointly led by Ontario and Manitoba. CMEC released the francization training kit in 2003 and the performance analysis for francophone students in minority settings in 2004. The latter report identified the causes of weak student performance and proposed possible solutions.

Phase II

The Phase I student performance analysis identified two priorities, which are part of Phase II of the project, the aim of which is to maximize student performance. Phase II includes Segment 1 (improving oral communication) and Segment 2 (reinforcing the use of cognitive and metacognitive strategies in reading and writing). All provinces and territories except Quebec are participating in Phase II of the project. Ontario and Prince Edward Island jointly lead the project and are respectively responsible for Segment 1 and Segment 2. Phase II began in April 2005 and should be concluded in March 2007.

Deliverables

Segment 1	Segment 2
<p>The oral communication training kit will include:</p> <ul style="list-style-type: none"> - a report entitled <i>État des lieux sur l'oral</i>, outlining the place of <i>oral communication</i> in curricula and related official documents in Canada, Belgium, Switzerland, and France; secondly, the report will review the research on teaching oral communication and should conclude with recommendations based on the research; - a continuum of language development from kindergarten to grade 12, setting out key language elements to be addressed at any given age; - a resource bank for teaching, learning, and assessing oral communication; - scenarios showing various types of teaching/learning situations for oral communication; - a brochure for parents and/or a reference document for students; - a teacher in-service process. 	<p>The training kit on cognitive and metacognitive strategies in reading and writing will include:</p> <ul style="list-style-type: none"> - a literature review on cognitive, metacognitive, and social/emotional strategies that lead to the acquisition of reading and writing skills, to be entitled <i>Document de fondement</i>; - an <i>inventory</i> of ministry/department documents, professional reading, videos, CD-ROMs, and Web sites; - a <i>teaching guide</i> that will include a directory of cognitive, metacognitive, and social/emotional strategies, as well as <i>scenarios</i> presenting best practices in reading and writing and highlighting the above strategies; - a student reference document; - a parent brochure; - a teacher in-service process.

Governance

A steering committee made up of assistant deputy ministers or senior officials responsible for French language curriculum is responsible for the administrative and financial management of Phase II. The steering committee establishes policy guidelines for the project, makes recommendations to ministers of education as needed, and resolves disputes. It also coordinates the work of pan-Canadian working groups for segments 1 and 2. The steering committee is made up of representatives for:

Alberta*: Debby Johnston

Manitoba: Jean-Vianney Auclair

Nova Scotia: Margelaine Holding

Saskatchewan*: Armand Martin

CMEC Secretariat: Daniel Buteau

Prince Edward Island: Imelda Arsenault

New Brunswick: Guy Léveillé

Ontario: Dominic Giroux, Ginette Plourde

Newfoundland and Labrador: Renée Keough

* Alberta consults British Columbia; Saskatchewan consults the Northwest Territories, Nunavut, and Yukon.

Working Groups

One working group is responsible for each of segments 1 and 2. The members of each working group represent participating jurisdictions. The two working groups have been meeting regularly since June 2005. Although they are working on producing materials with different components and themes, their structure and operation is identical since both kits have the same objective: improving the performance of students in minority language settings. The working groups meet separately but collaborate by exchanging information on the progress and content of their respective work. Group members both contribute their expertise to the creation of deliverables and provide liaison and consultation with non-governmental organizations (NGOs) in the education sector at the provincial/territorial level, affiliated with organizations that are pan-Canadian NGOs. The two working groups are made up of representatives for:

Segment 1	Segment 2
<p>Alberta: Aline Brault British Columbia: Linda Lessard Manitoba: Paule Buors Ontario: Huguette Noël-Landry (<i>lead jurisdiction</i>) Atlantic Provinces: Carmen L. Losier Saskatchewan: Lucie Gauvin Newfoundland and Labrador: Suzelle Lavallée Northwest Territories and Nunavut: Raymonde Laberge</p>	<p>Alberta: Sylvie Carignan British Columbia: Pierre Gilbert Prince Edward Island: Claire Girard (<i>lead jurisdiction</i>) Manitoba: François Lentz Nunavut: André Corbeil Ontario: Lise Goulet Nova Scotia: Margaret Gillespie deGooyer Saskatchewan: TBA Yukon: Gloria Roman Northwest Territories: TBA</p>

Consultation Process

Consultations with non-government organizations (NGOs) in the education sector are an integral part of the project. The working groups keep NGOs informed of key project steps and seek their input on portions of the kits that they believe are important. Thus all stakeholders in the area of francophone education in minority settings can provide their perspectives on the creation and future use of the deliverables.

A first pan-Canadian consultation session took place in June 2005. Each participating jurisdiction consulted provincial and territorial NGOs affiliated with pan-Canadian NGOs, as well as other community organizations, in the fall of 2005 in order to obtain their input on the proposed content of the kits. A national information session is planned for fall 2006. Once a draft of each kit is available, other consultations will take place in each jurisdiction in order to obtain feedback.

So far, all representatives of NGOs and community organizations have declared themselves satisfied in respect of the preparation of the kits and their future use by teachers to improve oral communication skills, and the reading and writing skills of francophone students in minority language settings.

For more information on the project, please contact:

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