

NORTHWEST TERRITORIES' ACTION PLANS

related to minority language education

and second-language instruction

2005-2006 to 2008-2009

NORTHWEST TERRITORIES - 2005-2009 ACTION PLAN

PREAMBLE

CANADA - NORTHWEST TERRITORIES AGREEMENT FOR MINORITY LANGUAGE EDUCATION AND SECOND LANGUAGE-INSTRUCTION 2005-2006 to 2008-2009

General Language Policies of the Government of the Northwest Territories

In the Northwest Territories (NWT), there are eleven (11) official languages: nine (9) aboriginal languages, plus English and French. In 2001, the Government of the Northwest Territories undertook to review its policies relating to official languages. Accordingly, it established a special committee of MLAs to carry out an in-depth study of the subject. In March 2003, after many months of consultations and research, the committee published *One Land, Many Voices – The Final Report of the Special Committee on the Review of the Official Languages Act*. The committee made more than sixty recommendations to guide the government in its efforts to encourage the preservation and use of official languages in the NWT.

After studying the committee's recommendations, each department of the territorial government reviewed its policies to ensure they respect the role languages play in the life of NWT residents and the significant contribution they make to NWT culture and society. Consequently, in the fall of 2004, the Department of Education, Culture and Employment instituted a new policy for aboriginal language instruction in schools. Under this new policy, school boards are required to make available in their schools 90 hours per year of instruction in the aboriginal language of the region, from grades 1 to 9. The priority target group of this program is young aboriginals. This new policy complements very well the existing policy on second-language instruction. Thanks to both policies, students will have access to clearly defined French or aboriginal language courses that continue from year to year. This change in the Department's approach will help to promote and improve the quality of instruction of second languages, such as French, in the future.

Some initiatives taken as a result of recommendations in the final report relate to French. For example, the Museum has started the translation of its Teacher's Guide to meet the needs of francophone students and immersion programs; an advertising campaign was implemented to highlight the four territorial libraries offering French books.

Objectives and Priorities for French-language Instruction in the NWT during the 2005-2009 School Years

The Department aims to offer all residents of the NWT the opportunity to study French as another language and be exposed to francophone cultures. It also aims to offer those who belong to the minority French-speaking community the opportunity to receive French, minority language instruction and to develop, strengthen or enhance their cultural identity by becoming better acquainted with their own culture and the cultures of other francophone communities.

Consultations Held to Establish a Four-year Action Plan

Canada's Action Plan for Official Languages attracted a lot of attention when it was launched. It opened up new horizons and offered a broad view of French-language education in the NWT. Each school board, in consultation with its education partners (i.e. parents and teachers), developed its own objectives in response to the visions of the national Action Plan. The boards then submitted their proposals to the Department during working meetings.

Before its 2005-2009 Territorial Action Plan submission, further meetings were held in December 2005 with the school boards to ensure the desired outcomes are still reflecting the needs and expectations of the communities. In the section on regular funding, our discussions with the school boards showed that the basic needs are the same as in the past. That is the reason there is little change in this section of the Plan. As to the sections on additional funds, the accepted proposals in the Action Plan reflect a progressive view of French second-language instruction and French minority-language education.

Objectives Related Specifically to the Improvement of Core French Programs

Recruitment of New Students

The policy on offering aboriginal language instruction from grade 1 on made a number of school boards want to establish French second-language programs to give students the option of studying French or the aboriginal language of their region. Therefore, during the period of second-language instruction, part of the class learns French and the other part learns the aboriginal language of the community. Both language groups have better prospects for successful learning, since the choice of language is left up to the learners and their parents, and because the groups of learners are smaller.

These grade 1-9 programs will change the current situation in the NWT. To date, in a number of small communities, Core French courses are not offered routinely from one school year to the next. They are always subject to changes in a school's schedules, staff, or administrative and political will. The new initiatives for the teaching of Core French mean qualified second-language teachers can be hired, a clearly defined job description for each school year can be prepared, and regular periods of instruction of 90 hours per year can be offered, by class groups. This instruction framework will enable students to make faster progress in their learning and venture into French as a second language at the senior high school level.

In the NWT as a whole, Core French is taught in 6 communities, in a total of 18 schools. In the schools of the other 27 communities, English or the aboriginal language of the region is the second language offered. More than 80 per cent of the population of those communities is aboriginal.

The strategy for increasing the number of students in Core French courses is therefore to offer French programmes from grades 1 to 9 at the same time as instruction in an aboriginal language. By 2007, this strategy will be implemented in all the school boards offering Core French programs, thanks to additional and complementary funds. The Core French programs will be firmly established and consistent from grades 1 to 9.

With regard to education, methodology changes in French second language instruction are under way or planned in some NWT school boards. By 2006-2007, one school board will implement an intensive French program from grade 6. The methodology of language learning (Accelerative Integrated Method) is under consideration in several school boards. The test is planned for September 2006. These new education initiatives are a proof that second languages instruction is in full effervescence.

Objectives Related Specifically to the Revitalization of Immersion Programs

Increase in the Number of Students

In the NWT, French immersion programs are offered in 6 schools, divided among 3 school boards. In 2004-2005, 622 students were enrolled in these language programs.

The strategy for revitalizing immersion is to increase the number of students enrolled in these programs. To accomplish this, the Department of Education, Culture and Employment will continue with implementation of the immersion program in Beaufort-Delta as planned when the program was first established. The immersion program in the community of Inuvik will reach grade 7 in the last year of the 2005-2009 agreement. The Department will also continue to implement the early immersion program in one of the Yellowknife Education. By 2009, this program will offer classes from grades K to 4.

In the 2007-2008, the Department will help with the implementation of a late immersion program in one of the Yellowknife Education District. This program will start in grade 7.

Reversal of the Dropout Trend

In the NWT, the principle of universal education, or inclusion, is fundamental to our education system. Instruction must foster the development of students at the academic level they have reached and meet their social development needs. It is therefore essential for our schools to recognize and meet the needs of each child. In the past, immersion students had the reputation of being gifted children without any behavioural problems. This image of the student has now been replaced by a better understanding of the special needs students have as a result of immersion in a second language.

To meet the special needs of immersion students and in so doing reduce the dropout rate, a number of measures are proposed. They are defined by school cycles, since initiatives to meet the needs will vary according to age. At the elementary level, there are early intervention and literacy programs as well as immersion orientation sessions. At the junior high school level, smaller classes allow more spoken interaction and the development of skills that will be needed in senior high school. At the senior high school level, leadership development activities are organized.

Teachers and Education Support Services

During consultations and in their action plans, the three school boards offering immersion stressed the need for a school support consultant to provide further training for teachers and parents.

In their action plans, the school boards proposed various models to revitalize immersion. Three main directions emerge from these plans: offer activities or specialized services for young people in immersion; promote immersion to make its special features known; and improve the quality of instruction. With such initiatives, the number of students in immersion will remain more stable, teaching practices will be updated, and the school boards will develop their own immersion experts.

To date, the funds school boards have received through the regular funds have made it possible to offer immersion programs. Thanks to the additional and complementary funds, school boards will be able to meet the specific needs of their immersion students and teachers on a routine basis.

Objectives Related Specifically to Minority-Language Education

Promotion of access and integration

There is one francophone school board, the *Commission scolaire francophone de division* (CSFD) and two francophone schools in the NWT. In 2004-2005, 137 students attended these schools.

Consultations with the representatives of the CSFD revealed that student retention was their priority. The francophone schools are in Yellowknife and Hay River. The CSFD wants to offer its students split classes comparable to those in the majority schools (i.e. two grades to a room). The fact that there are three grades to a room does not automatically lower the quality of instruction, but the parents perceive this situation negatively. To improve its chances of recruiting and retaining students, the CSFD wants to avoid split classes with three grades to a room in its schools.

The *Commission scolaire francophone de division* wants to meet the special needs of its students. Two teachers responsible for the students support program will organize the services offered to students with special physical, academic or behavioural needs. Teacher aids will offer francisation services to students speaking little or no French, particularly at the kindergarten and elementary levels.

Program quality and cultural enrichment of school environment

To improve its services to the community and its parents, the *Commission scolaire francophone* will hire full-time secretary-librarians in its two schools. The family-school-community link is essential in minority communities. A good system of communication is important for this relation. These hirings will also have beneficial effects on the borrowing and availability of resources in the library.

Teachers and education support services

To offer specialised courses to a limited student clientele, the *Commission scolaire* wants to use top of the range technology. It will need the necessary personnel and technology to reach its goal. Its training needs are not limited to the technology. It must also offer training courses to its teachers to recognize and meet the special needs of the minority milieu.

To date, the funds the *Commission scolaire* has received through regular funds have made it possible to purchase resources, offer cultural activities, and occupational training. Thanks to the additional funds, the CSFD will be able to use strategies to help retain and recruit students and teachers.

**OFFICIAL LANGUAGE IN EDUCATION – REGULAR FUNDING –
 French Minority Language –
 NWT ACTION PLAN & FINANCIAL FORECAST 2005-2009**

Expected Outcomes	Measures	Performance Indicators	Planned Investment
<p>1. Education Structure and Support</p> <p>1.1 Grants to Education Bodies to cover the additional costs related to French Minority Language (FML) education to elementary and secondary school levels.</p>	<ul style="list-style-type: none"> ▪ Better access to FML quality education, comparable to that offered to the Majority language community. 	<ul style="list-style-type: none"> ▪ An increase in the number of quality courses and programs offered in Hay River and in Yellowknife. ▪ An increase in Right-Holders enroll in FML programs. ▪ Increase in the level of satisfaction of interested educational parties. ▪ Increase in the level of French educational services offered ▪ Consultation mechanism in place. 	<p>Year 2005-2006 Total: \$437,000 Canada: \$12,000 NWT: \$425,000</p> <p>Year 2006-2007 Total: \$437,000 Canada: \$12,000 NWT: \$425,000</p> <p>Year 2007-2008 Total: \$437,000 Canada: \$12,000 NWT: \$425,000</p> <p>Year 2008-2009 Total: \$437,000 Canada: \$12,000 NWT: \$425,000</p>

**OFFICIAL LANGUAGE IN EDUCATION – REGULAR FUNDING –
 French Minority Language –
 NWT ACTION PLAN & FINANCIAL FORECAST 2005-2009**

Expected Outcomes	Measures	Performance Indicators	Planned Investment
<p>1.2 Administration by the Territories of programs, and policies related to FML education.</p>	<ul style="list-style-type: none"> ▪ The ability to maintain and to administer the FML educational programs. 	<ul style="list-style-type: none"> ▪ Higher level of satisfaction on the part of the NWT French communities in regards to the services provided by the Dept. of Education, Culture and Employment. 	<p>Year 2005-2006 Total: \$90,000 Canada: \$65,000 NWT: \$25,000</p> <p>Year 2006-2007 Total: \$90,000 Canada: \$65,000 NWT: \$25,000</p> <p>Year 2007-2008 Total: \$90,000 Canada: \$65,000 NWT: \$25,000.00</p> <p>Year 2008-2009 Total: \$ 90,000.00 Canada: \$65,000.00 NWT: \$25,000.00</p> <hr/> <p>Years 2005-2009 Total: \$ 2,108,000 Canada: \$ 308,000 NWT: \$1,800,000</p>

**OFFICIAL LANGUAGE IN EDUCATION – REGULAR FUNDING –
 French Minority Language –
 NWT ACTION PLAN & FINANCIAL FORECAST 2005-2009**

Expected Outcomes	Measures	Performance Indicators	Planned Investment
<p>2. Program Initiatives</p> <p>2.1 Updating/adapting/ translating/printing/ implementing new and existing curricula, and educational materials; developing new tools to support K-12 teachers and students; purchasing of new commercial French resources.</p>	<ul style="list-style-type: none"> ▪ Better access to French programs as well as teaching and learning resources. ▪ Better access to quality programs comparable to those of the Majority. ▪ Better access to a variety of new commercial learning resources. 	<ul style="list-style-type: none"> ▪ An increase in the quantity and quality of educational materials produced and purchased. ▪ Better access to French resources. ▪ Teaching and learning material better responds to the needs of FML programs. ▪ Partnership with other organizations providing educational resources, services or support (ACELF, ACREF). ▪ Increased number of student population in FML program. 	<p>Year 2005-2006 Total: \$80,000 Canada: \$32,000 NWT: \$48,000</p> <p>Year 2006-2007 Total: \$80,000 Canada: \$32,000 NWT: \$48,000</p> <p>Year 2007-2008 Total: \$80,000 Canada: \$32,000 NWT: \$48,000</p> <p>Year 2008-2009 Total: \$80,000 Canada: \$32,000 NWT: \$48,000</p>

**OFFICIAL LANGUAGE IN EDUCATION – REGULAR FUNDING –
 French Minority Language –
 NWT ACTION PLAN & FINANCIAL FORECAST 2005-2009**

Expected Outcomes	Measures	Performance Indicators	Planned Investment
<p>2.2 Participation in collaborative projects with other provinces for the development of programs of studies and support materials.</p>	<ul style="list-style-type: none"> ▪ Better access to higher quantity and quality of French resources through the collaborative work of partners such as CMEC, Western and Northern Consortium Protocol (WNCP), Alberta Department of Education, etc... ▪ Maximizing financial resources. 	<ul style="list-style-type: none"> ▪ Increase in the number of programs and support materials. ▪ CMEC: writing of oral communication teacher training kit. 	<p>Year 2005-2006 Total: \$17,000 Canada: \$15,000 NWT: \$2,000</p> <p>Year 2006-2007 Total: \$17,000 Canada: \$15,000 NWT: \$2,000</p> <p>Year 2007-2008 Total: \$17,000 Canada: \$15,000 NWT: \$2,000</p> <p>Year 2008-2009 Total: \$17,000 Canada: \$15,000 NWT: \$2,000</p> <hr/> <p>Years 2005-2009 Total: \$388,000 Canada: \$188,000 NWT: \$200,000</p>

**OFFICIAL LANGUAGE IN EDUCATION – REGULAR FUNDING –
 French Minority Language –
 NWT ACTION PLAN & FINANCIAL FORECAST 2005-2009**

Expected Outcomes	Measures	Performance Indicators	Planned Investment
<p>3. Teacher Training</p> <p>3.1 Support for professional development projects for FML teachers and other educational staff.</p>	<ul style="list-style-type: none"> ▪ Better access to professional development in the Territories via workshops, conferences, seminars, etc. ▪ Better access to professional development via bursaries to participate in activities outside the Territories. 	<ul style="list-style-type: none"> ▪ Better trained teachers and other educational staff such as principals and classroom assistants. ▪ Higher number of educational staff participating in professional development. ▪ Multiple effect “train the trainer”. ▪ Users’ assessment and participant satisfaction. 	<p>Year 2005-2006 Total: \$43,000 Canada: \$17,000 NWT: \$26,000</p> <p>Year 2006-2007 Total: \$43,000 Canada: \$17,000 NWT: \$26,000</p> <p>Year 2007-2008 Total: \$43,000 Canada: \$17,000 NWT: \$26,000</p> <p>Year 2008-2009 Total: \$43,000 Canada: \$17,000 NWT: \$26,000</p> <hr/> <p>Years 2005-2009 Total: \$172,000 Canada: \$68,000 NWT: \$104,000</p>

**OFFICIAL LANGUAGE IN EDUCATION – REGULAR FUNDING –
 French Minority Language –
 NWT ACTION PLAN & FINANCIAL FORECAST 2005-2009**

Expected Outcomes	Measures	Performance Indicators	Planned Investment
<p>4. Student Support</p> <p>4.1 Bursaries for FML students to continue their post-secondary education in French and/or participate in the Summer Language Bursary Program.</p>	<ul style="list-style-type: none"> ▪ Enhancement of French language proficiency. ▪ Better access to summer French cultural and linguistic programs. 	<ul style="list-style-type: none"> ▪ Increased number of FML students who continue their post-secondary education in French. ▪ Increased knowledge of French language and cultures. ▪ Participants satisfaction. 	<p>Year 2005-2006 Total: \$2,000 Canada: \$2,000 NWT: \$0</p> <p>Year 2006-2007 Total: \$2,000 Canada: \$2,000 NWT: \$0</p> <p>Year 2007-2008 Total: \$2,000 Canada: \$2,000 NWT: \$0</p> <p>Year 2008-2009 Total: \$2,000 Canada: \$2,000 NWT: \$0</p>

**OFFICIAL LANGUAGE IN EDUCATION – REGULAR FUNDING –
 French Minority Language –
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Expected Outcomes	Measures	Performance Indicators	Planned Investment
<p>4.2 Support for cultural programs that reinforce the students' linguistic skills and the development of cultural identity.</p>	<ul style="list-style-type: none"> ▪ Better access to French cultural and linguistic programs. ▪ Enhancement of school programs. 	<ul style="list-style-type: none"> ▪ Students have a better knowledge of their language and culture. ▪ Students can develop, reinforce and enhance their Francophone identity and their self-esteem. ▪ Higher level of participation in cultural activities. ▪ Summer camps and scholar activities provide linguistic and cultural enhancement to students. ▪ Assessment by Educational Parties. 	<p>Year 2005-2006 Total: \$19,300 Canada: \$19,300 NWT: \$0</p> <p>Year 2006-2007 Total: \$19,300 Canada: \$19,300 NWT: \$0</p> <p>Year 2007-2008 Total: \$19,300 Canada: \$19,300 NWT: \$0</p> <p>Year 2008-2009 Total: \$19,300 Canada: \$19,300 NWT: \$0</p> <hr/> <p>Years 2005-2009 Total: \$85,200 Canada: \$85,200 NWT: \$ 0</p>

**OFFICIAL LANGUAGE IN EDUCATION – REGULAR FUNDING –
 French Second Language –
 NWT ACTION PLAN & FINANCIAL FORECAST 2005-2009**

Expected Outcomes	Measures	Performance Indicators	Planned Investment
<p>1. Education Structure and Support</p> <p>1.1 Grants to Education Bodies to cover the additional costs related to second-language instruction (Core French and Immersion Programs) at the elementary and secondary levels.</p>	<ul style="list-style-type: none"> ▪ Better access to quality second-language instruction programs. 	<ul style="list-style-type: none"> ▪ Maintain or increase enrolment in French Immersion programs. ▪ Maintain or increase enrolments in French Second Language Programs. ▪ Improvement of linguistic skills. ▪ Increased level of satisfaction of people involved (parents, students, others). ▪ Consultation mechanisms in place. 	<p>Year 2005-2006 Total: \$614,000 Canada: \$164,000 NWT: \$450,000</p> <p>Year 2006-2007 Total: \$614,000 Canada: \$164,000 NWT: \$450,000</p> <p>Year 2007-2008 Total: \$614,000 Canada: \$164,000 NWT: \$450,000</p> <p>Year 2008-2009 Total: \$614,000 Canada: \$164,000 NWT: \$450,000</p>

**OFFICIAL LANGUAGE IN EDUCATION – REGULAR FUNDING –
 French Second Language –
 NWT ACTION PLAN & FINANCIAL FORECAST 2005-2009**

Expected Outcomes	Measures	Performance Indicators	Planned Investment
<p>1.2 Administration by the Territories of the programs and policies related to second-language instruction.</p>	<ul style="list-style-type: none"> ▪ The ability to maintain and administer the second-language instruction system. 	<ul style="list-style-type: none"> ▪ Higher level of satisfaction from the school Boards and other education parties with regards to the services provided by the Department of Education, Culture and Employment. ▪ Consulting mechanisms in place. 	<p>Year 2005-2006 Total: \$66,000 Canada: \$60,000 NWT: \$6,000</p> <p>Year 2006-2007 Total: \$66,000 Canada: \$60,000 NWT: \$6,000</p> <p>Year 2007-2008 Total: \$66,000 Canada: \$60,000 NWT: \$6,000</p> <p>Year 2008-2009 Total: \$66,000 Canada: \$60,000 NWT: \$6,000</p> <hr/> <p>Years 2005-2009 Total: \$ 2,720,000 Canada: \$896,000 NWT: \$ 1,824,000</p>

**OFFICIAL LANGUAGE IN EDUCATION – REGULAR FUNDING –
French Second Language –
NWT ACTION PLAN & FINANCIAL FORECAST 2005-2009**

Expected Outcomes	Measures	Performance Indicators	Planned Investment
<p>2. Program Initiatives</p> <p>2.1 Updating/adapting/translating/printing/implementing new and existing curricula, and educational materials; developing new tools to support K-12 teachers and students; purchasing of new commercial French resources.</p>	<ul style="list-style-type: none"> ▪ Better access to quality programs and French teaching and learning resources. ▪ Better access to a variety of commercial learning resources. 	<ul style="list-style-type: none"> ▪ An increase in the quantity and quality of material produced and purchased. ▪ Teaching materials better respond to the needs of second language programs. ▪ School authorities and teacher staff have access to quality support services through French seminars and educational services. ▪ Higher number of functionally bilingual graduates. ▪ Membership and partnership with organizations providing educational services such as CAIT, CASLT, CPF). ▪ User’s assessment. 	<p>Year 2005-2006 Total: \$157,730 Canada: \$64,200 NWT: \$93,530</p> <p>Year 2006-2007 Total: \$157,730 Canada: \$64,200 NWT: \$93,530</p> <p>Year 2007-2008 Total: \$157,730 Canada: \$64,200 NWT: \$93,530</p> <p>Year 2008-2009 Total: \$157,730 Canada: \$64,200 NWT: \$93,530</p>

**OFFICIAL LANGUAGE IN EDUCATION – REGULAR FUNDING –
 French Second Language –
 NWT ACTION PLAN & FINANCIAL FORECAST 2005-2009**

Expected Outcomes	Measures	Performance Indicators	Planned Investment
<p>2.2 Participation in collaborative projects with other provinces for the development of support materials and second-language curricula.</p>	<ul style="list-style-type: none"> ▪ Better access to higher quantity and quality of French resources through the collaborative work of partners such as CMEC, WNCP, Alberta Department of Education, etc... ▪ Maximizing financial resources. 	<ul style="list-style-type: none"> ▪ Program of study better responds to the needs of the students. ▪ Better availability of programs and resources as a result of the contribution of specialists and resources from other regions (WNCP, Alberta Department of Education). ▪ Increased number of programs and support resources developed even though level of funding and human resources are minimum. 	<p>Year 2005-2006 Total: \$17,000 Canada: \$15,000 NWT: \$ 2,000</p> <p>Year 2006-2007 Total: \$17,000 Canada: \$15,000 NWT: \$2,000</p> <p>Year 2007-2008 Total: \$17,000 Canada: \$15,000 NWT: \$2,000</p> <p>Year 2008-2009 Total: \$17,000 Canada: \$15,000 NWT: \$2,000</p> <hr/> <p>Years 2005-2009 Total: \$698,920 Canada: \$316,800 NWT: \$382,120</p>

**OFFICIAL LANGUAGE IN EDUCATION – REGULAR FUNDING –
 French Second Language –
 NWT ACTION PLAN & FINANCIAL FORECAST 2005-2009**

Expected Outcomes	Measures	Performance Indicators	Planned Investment
<p>3. Teacher Training</p> <p>3.1 Support for professional development projects for FSL teachers and other educational staff.</p>	<ul style="list-style-type: none"> ▪ Better access to professional development in the Territories via workshops, conferences, seminars, etc. ▪ Better access to professional development via bursaries to participate in activities outside the Territories. ▪ Enhancement of French language proficiency. 	<ul style="list-style-type: none"> ▪ Better access to training programs in French language. ▪ Increased understanding of French culture. ▪ Improvement of linguistic and educational skills. ▪ Higher number of bursary recipients for professional development projects. ▪ Multiple effects “train the trainer”. ▪ Users’ assessment. 	<p>Year 2005-2006 Total: \$57,000 Canada: \$30,000 NWT: \$27,000</p> <p>Year 2006-2007 Total: \$57,000 Canada: \$30,000 NWT: \$27,000</p> <p>Year 2007-2008 Total: \$57,000 Canada: \$30,000 NWT: \$27,000</p> <p>Year 2008-2009 Total: \$57,000 Canada: \$30,000 NWT: \$27,000</p> <hr/> <p>Years 2005-2009 Total: \$228,000 Canada: \$120,000 NWT: \$108,000</p>

**OFFICIAL LANGUAGE IN EDUCATION – REGULAR FUNDING –
 French Second Language –
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Expected Outcomes	Measures	Performance Indicators	Planned Investment
<p>4. Student Support</p> <p>4.1 Bursaries for Majority language students to continue their post-secondary education in French language.</p>	<ul style="list-style-type: none"> ▪ Promotion of post-secondary French education. 	<ul style="list-style-type: none"> ▪ Increased number of graduating students registering in French courses at the post-secondary level. ▪ Participant satisfaction. 	<p>Year 2005-2006 Total: \$8,000 Canada: \$8,000 NWT: \$ 0</p> <p>Year 2006-2007 Total: \$8,000 Canada: \$8,000 NWT: \$ 0</p> <p>Year 2007-2008 Total: \$8,000 Canada: \$8,000 NWT: \$ 0</p> <p>Year 2008-2009 Total: \$8,000 Canada: \$8,000 NWT: \$ 0</p>

**OFFICIAL LANGUAGE IN EDUCATION – REGULAR FUNDING –
 French Second Language –
 NWT ACTION PLAN & FINANCIAL FORECAST 2005-2009**

Expected Outcomes	Measures	Performance Indicators	Planned Investment
<p>4.2 Support for projects and programs enabling majority language students to participate in French cultural and language projects including the Summer Language Bursary Program.</p>	<ul style="list-style-type: none"> ▪ Better access to French cultural projects and programs. ▪ Students develop or/and reinforce their linguistic skills. ▪ Students are sensitive to French cultures. 	<ul style="list-style-type: none"> ▪ Increased number of students that have access to French linguistics and cultural programs (summer camps, summer seminars, travel to a French environment, etc.). ▪ Students of the majority have access to exchange class. ▪ Participant satisfaction. 	<p>Year 2005-2006 Total: \$45 ,000 Canada: \$39,000 NWT: \$6,000</p> <p>Year 2006-2007 Total: \$45 ,000 Canada: \$39,000 NWT: \$6,000</p> <p>Year 2007-2008 Total: \$45,000 Canada: \$39,000 NWT: \$6,000</p> <p>Year 2008-2009 Total: \$45,000 Canada: \$39,000 NWT: \$6,000</p> <hr/> <p>Years 2005-2009 Total: \$212,000 Canada: \$188,000 NWT: \$24,000</p>

Summary - Regular Funding 2005-2009
Final version

I) FRENCH MINORITY LANGUAGE

	Canada	NWT	Total	Canada	NWT	Total	Canada	NWT	Total	Canada	NWT	Total	Canada	NWT	Total
1. Educ.Struct. & Support	77,000	450,000	527,000	77,000	450,000	527,000	77,000	450,000	527,000	77,000	450,000	527,000	308,000	1,800,000	2,108,000
2. Program Development	47,000	50,000	97,000	47,000	50,000	97,000	47,000	50,000	97,000	47,000	50,000	97,000	188,000	200,000	388,000
3. Teacher Training	17,000	26,000	43,000	17,000	26,000	43,000	17,000	26,000	43,000	17,000	26,000	43,000	68,000	104,000	172,000
4. Student support	21,300	-	21,300	21,300	-	21,300	21,300	-	21,300	21,300	-	21,300	85,200	0	85,200
SUB-TOTAL 1	162,300	526,000	688,300	162,300	526,000	688,300	162,300	526,000	688,300	162,300	526,000	688,300	649,200	2,104,000	2,753,200

II) FRENCH SECOND LANGUAGE

(Immersion/FSL-Core French)

1. Education Structure and Support	224,000	456,000	680,000	224,000	456,000	680,000	224,000	456,000	680,000	224,000	456,000	680,000	896,000	1,824,000	2,720,000
2. Program Development	79,200	95,530	174,730	79,200	95,530	174,730	79,200	95,530	174,730	79,200	95,530	174,730	316,800	382,120	698,920
3. Teacher Training	30,000	27,000	57,000	30,000	27,000	57,000	30,000	27,000	57,000	30,000	27,000	57,000	120,000	108,000	228,000
4. Student Support	47,000	6,000	53,000	47,000	6,000	53,000	47,000	6,000	53,000	47,000	6,000	53,000	188,000	24,000	212,000
SUB-TOTAL 2	380,200	584,530	964,730	380,200	584,530	964,730	380,200	584,530	964,730	380,200	584,530	964,730	1,520,800	2,338,120	3,858,920

TOTAL CANADIAN HERITAGE/NWT FUNDING

FML SUB-TOTAL 1	162,300	526,000	688,300	162,300	526,000	688,300	162,300	526,000	688,300	162,300	526,000	688,300	649,200	2,104,000	2,753,200
FSL SUB-TOTAL 2	380,200	584,530	964,730	380,200	584,530	964,730	380,200	584,530	964,730	380,200	584,530	964,730	1,520,800	2,338,120	3,858,920
TOTAL	542,500	1,110,530	1,653,030	542,500	1,110,530	1,653,030	542,500	1,110,530	1,653,030	542,500	1,110,530	1,653,030	2,170,000	4,442,120	6,612,120

**NORTHWEST TERRITORIES - 2005-2009
ACTION PLAN ADDITIONAL FUNDS FOR
THE TEACHING OF FRENCH AS A MINORITY LANGUAGE**

1. Support Category: *Promotion of access and integration*

Expected Outcomes	Measures	Performance Indicators	Planned Investments
<p>1.1 Area of Intervention: <i>Recruitment of students and retention</i></p> <ul style="list-style-type: none"> Develop recruitment strategies and implement measures to encourage students to pursue their studies in French and thus prevent any dropout. 	<ul style="list-style-type: none"> Ensure hiring a sufficient number of teachers so that K-12 francophone students study in classes that are not split in more than two grades to a room. Finance the Commission's participation in the <i>Passeport francophone communautaire</i> project and offer postsecondary scholarships. Ensure the hiring of teachers for the students support program in the Commission's two schools. 	<ul style="list-style-type: none"> Classes with one or two grades to a room. Better recruitment and greater retention of students in both francophone schools. Number of participants in the <i>Passeport francophone communautaire</i> project. Number of postsecondary scholarships granted. Establish plans for the modification of curricula and individual plans for at-risk students. Purchase of specialised resources for at-risk children. 	<p>Year 2005-2006 Canada: \$ 725 000 NWT: <u>\$ 830 000</u> Total : \$1,555,000</p> <p>Year 2006-2007 Canada: \$ 725 000 NWT: <u>\$ 830 000</u> Total : \$1,555,000</p> <p>Year 2007-2008 Canada: \$ 740 000 NWT: <u>\$ 830 000</u> Total : \$1,570,000</p> <p>Year 2008-2009 Canada: \$ 740 000 NWT: <u>\$ 830 000</u> Total : \$1,570,000</p>

Expected Outcomes	Measures	Performance Indicators	Planned Investments
<p>1.2 Area of Intervention: <i>Francisation Program</i></p> <ul style="list-style-type: none"> Develop strategies to prepare for school and help students 	<ul style="list-style-type: none"> Ensure the hiring of teacher aides to offer francisation programs to children at école Boréale and école Allain St-Cyr. 	<ul style="list-style-type: none"> Access to francisation program. Better recruitment of students needing francisation. 	<p>Year 2005-2006 Canada: \$ 175,000 NWT: \$ <u>0</u> Total: \$ 175,000</p> <p>Year 2006-2007 Canada: \$ 175,000 NWT: \$ <u>0</u> Total: \$ 175,000</p> <p>Year 2007-2008 Canada: \$ 60,000 NWT: \$ <u>0</u> Total: \$ 60,000</p> <p>Year 2008-2009 Canada: \$ 60,000 NWT: \$ <u>0</u> Total: \$ 60,000</p> <hr/> <p>Years 2005-2009 Canada: \$ 3,400,000 NWT: \$ <u>3,320,000</u> Total: \$ 6,720,000</p>

**NORTHWEST TERRITORIES - 2005-2009 ACTION PLAN
 ADDITIONAL FUNDS
 FOR THE TEACHING OF FRENCH AS A MINORITY LANGUAGE**

2. Support Category: *Quality of programs and cultural enrichment in the school*

Expected Outcomes	Measures	Performance Indicators	Planned Investments
<p>2.1 Area of Intervention: <i>Library and school office</i></p> <ul style="list-style-type: none"> Develop and implement library services to facilitate access of students to resources and a school office to facilitate the link between the school, the parents and the community. 	<ul style="list-style-type: none"> Ensure the hiring of secretaries/librarians in the Commission's two schools. 	<ul style="list-style-type: none"> Establish a library at école Boréale. Library services and school office in the two schools. 	<p>Year 2005-2006 Canada: \$ 97,500 NWT: <u>\$ 22,500</u> Total : \$120,000</p> <p>Year 2006-2007 Canada: \$ 97,500 NWT: <u>\$ 22,500</u> Total : \$120,000</p> <p>Year 2007-2008 Canada: \$ 97,500 NWT: <u>\$ 22,500</u> Total : \$120,000</p> <p>Year 2008-2009 Canada: \$ 97,500 NWT: <u>\$ 22,500</u> Total : \$120,000</p> <hr/> <p>Year 2005-2009 Canada: \$ 390,000 NWT: <u>\$ 90,000</u> Total: \$ 480,000</p>

**NORTHWEST TERRITORIES - 2005-2009 ACTION PLAN
ADDITIONAL FUNDS
FOR THE TEACHING OF FRENCH AS A MINORITY LANGUAGE**

3. Support Category: *Teaching staff and extension services to teaching*

Expected Outcomes	Measures	Performance Indicators	Planned Investments
<p>3.1 Area of Intervention: <i>Technology and distance education</i></p> <ul style="list-style-type: none"> Encourage the integration of new communication technologies in teaching, to make up for the lack of special-education teachers or for the small number of students in a grade. 	<ul style="list-style-type: none"> Ensure the hiring of teachers to be responsible for information and communications technologies (ICT) and on-line distance education, the purchase of equipment and resources for the Commission's two schools as well as the students' courses' participation fees. 	<ul style="list-style-type: none"> Number of ICT and on-line distance education courses offered. Number of students registered in ICT and on-line distance education courses. Purchase of technology hardware. 	<p>Year 2005-2006 Canada: \$ 105,296 NWT: \$ <u>0</u> Total : \$ 105,296</p> <p>Year 2006-2007 Canada: \$ 143,421 NWT: \$ <u>0</u> Total : \$ 143,421</p> <p>Year 2007-2008 Canada: \$ 143,421 NWT: \$ <u>0</u> Total : \$ 143,421</p> <p>Year 2008-2009 Canada: \$ 143,421 NWT: \$ <u>0</u> Total : \$ 143,421</p>

Expected Outcomes	Measures	Performance Indicators	Planned Investments
<p>3.2 Area of Intervention : Teacher Training</p> <ul style="list-style-type: none"> Increase the number of qualified teachers. 	<ul style="list-style-type: none"> Provide access to district consultant to provide teachers with professional development opportunities. 	<ul style="list-style-type: none"> Number of professional activities. Better retention level of teachers. Number of information sessions offered to parents. Number of activities in partnership with stakeholders. 	<p>Year 2007-2008 Canada: \$ 141,461 NWT: \$ <u>0</u> Total : \$141,461</p> <p>Year 2008-2009 Canada: \$ 141,461 NWT: \$ <u>0</u> Total : \$ 141,461</p> <hr/> <p>Years 2005-2009 Canada: \$ 818,481 NWT: \$ <u>0</u> Total : \$ 818,481</p>

Summary - Additional Funding
 2005-2009
 Final version

French Minority Language

	2005-2006			2006-2007			2007-2008			2008-2009			2005-2009		
	Canada	NWT	Total	Canada	NWT	Total	Canada	NWT	Total	Canada	NWT	Total	Canada	NWT	Total
1. Promotion of access and integration	900,000	830,000	1,730,000	900,000	830,000	1,730,000	800,000	830,000	1,630,000	800,000	830,000	1,630,000	3,400,000	3,320,000	6,720,000
2. Program quality and cultural enrichment	97,500	22,500	120,000	97,500	22,500	120,000	97,500	22,500	120,000	97,500	22,500	120,000	390,000	90,000	480,000
3. Teachers and education support	105,296	0	105,296	143,421	0	143,421	284,882	0	284,882	284,882	0	284,882	818,481	0	818,481
TOTAL	<u>1,102,796</u>	<u>852,500</u>	<u>1,955,296</u>	<u>1,140,921</u>	<u>852,500</u>	<u>1,993,421</u>	<u>1,182,382</u>	<u>852,500</u>	<u>2,034,882</u>	<u>1,182,382</u>	<u>852,500</u>	<u>2,034,882</u>	<u>4,608,481</u>	<u>3,410,000</u>	<u>8,018,481</u>

**NORTHWEST TERRITORIES - 2005-2009 ACTION PLAN
ADDITIONAL AND COMPLEMENTARY FUNDS
FOR FRENCH SECOND-OFFICIAL-LANGUAGE INSTRUCTION**

1. Support Category: Improve Core French Programs

Expected Outcomes	Measures	Performance Indicators	Planned Investments
<p>1.1 Area of Intervention: <i>Recruit new students</i></p> <ul style="list-style-type: none"> • Recruit new students for Core French classes in Sahtu Divisional Education Council and South Slave Divisional Education Council for 2005-2009, then Beaufort-Delta Divisional Education Council and Yellowknife Public Denominational District Education Authority for 2006-2009. 	<ul style="list-style-type: none"> • Implement 90 hours per year Core French program in grades 1 to 12 at each of the schools of these educational jurisdictions. • Hire sufficient full time French second language teachers to offer 90 hours program. • Provide Core French resources as per curriculum standard for French program in these educational jurisdictions. 	<ul style="list-style-type: none"> • Number of students enrolled in 90 hours Core French programs in grades 1 to 12 in the NWT. • Number of recommended resources found in Core French classrooms as per curriculum. • Hiring of Core French teaching staff. 	<p>2005-2006 Federal : \$ 149,000 <u>Territorial :</u> \$ 210,000 Total : \$ 359,000</p> <p>2006-2007 Federal : \$ 311,000 <u>Territorial :</u> \$ 542,000 Total : \$ 853,000</p> <p>2007-2008 Federal : \$ 336,000 <u>Territorial :</u> \$ 544,000 Total : \$ 880,000</p> <p>2008-2009 Federal : \$ 336,000 <u>Territorial :</u> \$ 546,000 Total : \$ 882,000</p>

1. Support Category : Improve Core French Programs

Expected Outcomes	Measures	Performance Indicators	Planned Investments
<p>1.1 Area of Intervention: <i>Recruit new students</i></p> <ul style="list-style-type: none"> Recruit new students for Core French classes in Yellowknife District No.1 Education Authority. 	<ul style="list-style-type: none"> Implement Intensive Core French program in Grade 6 in one school of the district. Hire French second language teacher for the implementation of the Intensive Core French program. Provide Core French resources for the new program. 	<ul style="list-style-type: none"> Number of students enrolled in Intensive Core French classes in Yellowknife District No.1 Education Authority. Number of recommended resources found in the program. Hiring of Intensive Core French teaching staff. 	<p>2006-2007 Federal : \$ 73,321 <u>Territorial :</u> \$ 23,000 Total : \$ 96,321</p> <p>2007-2008 Federal : \$ 73,776 <u>Territorial :</u> \$ 23,000 Total : \$ 96,776</p> <p>2008-2009 Federal : \$ 73,776 <u>Territorial :</u> \$ 23,000 Total : \$ 96,776</p> <hr/> <p>2005-2009 Federal : \$ 1,352,873 <u>Territorial :</u> \$ 1,911,000 Total : \$ 3,263,873</p>

**NORTHWEST TERRITORIES - 2005-2009 ACTION PLAN
 ADDITIONAL AND COMPLEMENTARY FUNDS
 FOR FRENCH SECOND-OFFICIAL-LANGUAGE INSTRUCTION**

2. Support Category: Revitalize immersion programs

Expected Outcomes	Measures	Performance Indicators	Planned Investments
<p>2.1 Area of Intervention: <i>Increase the number of students</i></p> <ul style="list-style-type: none"> • Increase the number of students by expanding French Immersion program in Beaufort Delta Divisional Education Council. • Increase the number of students by introducing Early French Immersion program in Yellowknife District No.1 Education Authority. 	<ul style="list-style-type: none"> • Implement new / pioneer class from grade 4 in 2005-2006 to Grade 7 in 2008-2009 in expanding French Immersion program in Beaufort Delta Divisional Education Council. • Implement new / pioneer classes from Kindergarten in 2005-2006 to Grade 3 in 2008-2009 in Early French Immersion program in Yellowknife District No.1 Education Authority. 	<ul style="list-style-type: none"> • Number of students enrolled in Beaufort Delta French Immersion pioneer classes. • Number of students enrolled in the French immersion program in the Beaufort Delta (predicted annual increase: 15 kindergarten students). • Number of recommended resources (as per guidelines) in Beaufort Delta French immersion program. • Number of students enrolled in Yellowknife District No.1 Education Authority Early French Immersion classes. • Number of students enrolled in the French immersion program in the Yellowknife District No.1 Education Authority (predicted annual increase: 20 kindergarten students). 	<p>2005-2006 Federal : \$ 164,500 <u>Territorial :</u> \$ 144,500 Total : \$ 309,000</p> <p>2006-2007 Federal : \$ 117,000 <u>Territorial :</u> \$ 160,000 Total : \$ 277,000</p> <p>2007-2008 Federal : \$ 172,000 <u>Territorial :</u> \$ 194,000 Total : \$ 366,000</p> <p>2008-2009 Federal : \$ 172,000 <u>Territorial :</u> \$ 194,000 Total : \$ 366,000</p>

<ul style="list-style-type: none"> • Increase the number of students by introducing Late French Immersion program in Yellowknife District No.1 Education Authority. 	<ul style="list-style-type: none"> • Implement new / pioneer class in Grade 7 in 2007-2008 and Grade 8 in 2008-2009 in Late French Immersion program in Yellowknife District No.1 Education Authority. 	<ul style="list-style-type: none"> • Number of recommended resources (as per guidelines) in Yellowknife District No.1 Education Authority French immersion program. • Number of students enrolled in Yellowknife District No.1 Education Authority Late French Immersion classes. • Number of students enrolled in the French immersion program in the Yellowknife District No.1 Education Authority (predicted annual increase: 20 Grade 7 students). • Number of recommended resources (as per guidelines) in Yellowknife District No.1 Education Authority French immersion program. 	
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Expected Outcomes	Measures	Performance Indicators	Planned Investments
<p>2.2 Area of Intervention: <i>Reverse the drop-out trend</i></p> <ul style="list-style-type: none"> • At the elementary school level • At the middle school level • At the high school level 	<ul style="list-style-type: none"> • Respond to particular needs of immersion students by providing access to K-6 Early Intervention and Literacy programs. • Provide access to pre-immersion sessions. • Provide access to additional classes to lower pupils/teacher ratio in French Immersion middle school classes. • Offer new science and CTS courses for French Immersion Senior High school students. 	<ul style="list-style-type: none"> • Better retention of students at the elementary level. • Number of students registering in the different French immersion programs. • Hire additional teachers in these grades. • Better retention of students at the middle school level. • Number of classes and students in Yellowknife programs. • Better retention of students at the high school level. • Number of science and CTS classes. • Number of recommended resources for new courses offered. 	<p>2005-2006 Federal : \$ 153,944 <u>Territorial :</u> \$ <u>61,100</u> Total : \$ 215,044</p> <p>2006-2007 Federal : \$ 110,500 <u>Territorial :</u> \$ <u>49,500</u> Total : \$ 160,000</p> <p>2007-2008 Federal : \$ 75,500 <u>Territorial :</u> \$ <u>36,500</u> Total : \$ 112,000</p> <p>2008-2009 Federal : \$ 75,500 <u>Territorial :</u> \$ <u>36,500</u> Total : \$ 112,000</p> <hr/> <p>2005-2009 Federal : \$ 1,040,944 <u>Territorial :</u> \$ <u>876,100</u> Total : \$ 1,917,044</p>

**NORTHWEST TERRITORIES - 2005-2009 ACTION PLAN
 ADDITIONAL AND COMPLEMENTARY FUNDS
 FOR FRENCH SECOND-OFFICIAL-LANGUAGE INSTRUCTION**

3. Support Category: Teachers and education support services

Expected Outcomes	Measures	Performance Indicators	Planned Investments
<p>3.1 Area of intervention : <i>Recruiting teachers</i></p> <ul style="list-style-type: none"> • Increase the number of qualified teachers. 	<ul style="list-style-type: none"> • Provide access to French consultants to provide teachers with professional development opportunities. 	<ul style="list-style-type: none"> • Number of professional development activities. • Better retention level of French teachers in the program. • Number of information sessions offered to parents of French immersion students. • Number of parent memberships in organizations such as Canadian Parents for French. • Number of activities in partnership with stakeholder groups. 	<p>2005-2006 Federal : \$ 105,000 <u>Territorial :</u> \$ <u>95,000</u> Total : \$ 200,000</p> <p>2006-2007 Federal : \$ 122,500 <u>Territorial :</u> \$ <u>102,500</u> Total : \$ 225,000</p> <p>2007-2008 Federal : \$ 102,500 <u>Territorial :</u> \$ <u>122,500</u> Total : \$ 225,000</p> <p>2008-2009 Federal : \$ 102,500 <u>Territorial :</u> \$ <u>122,500</u> Total : \$ 225,000</p> <hr/> <p>2005-2009 Federal : \$ 432,500 <u>Territorial :</u> \$ <u>442,500</u> Total : \$ 875,000</p>

Summary - Additional and Complementary Funding
 2005-2009
 Final version

French Second Language

	2005-2006			2006-2007			2007-2008			2008-2009			2005-2009		
	Canada	NWT	Total	Canada	NWT	Total	Canada	NWT	Total	Canada	NWT	Total	Canada	NWT	Total
1. Improve Core French Programs	149,000	210,000	359,000	384,321	565,000	949,321	409,776	567,000	976,776	409,776	569,000	978,776	1,352,873	1,911,000	3,263,873
2. Revitalize Immersion Programs	318,444	205,600	524,044	227,500	209,500	437,000	247,500	230,500	478,000	247,500	230,500	478,000	1,040,944	876,100	1,917,044
3. Teachers And Education Support Services	105,000	95,000	200,000	122,500	102,500	225,000	102,500	122,500	225,000	102,500	122,500	225,000	432,500	442,500	875,000
TOTAL	<u>572,444</u>	<u>510,600</u>	<u>1,083,044</u>	<u>734,321</u>	<u>877,000</u>	<u>1,611,321</u>	<u>759,776</u>	<u>920,000</u>	<u>1,679,776</u>	<u>759,776</u>	<u>922,000</u>	<u>1,681,776</u>	<u>2,826,317</u>	<u>3,229,600</u>	<u>6,055,917</u>