

Official Languages in Education

Action Plan 2005-06 to 2008-09

Canada-Newfoundland and Labrador Agreement
on Minority Language Education and Second Official Language Instruction

PREAMBLE

Two action plans, each organized by linguistic objective, that of French first language and French second language, are presented here: the Regular Funds Action Plan and the Additional Strategies Action Plan. The Regular Funds action plan addresses the ongoing provision of opportunities to Newfoundland and Labrador residents in French first language education and French second language instruction. This represents a continuation of the support by the Government of Canada to offset the additional costs incurred by Newfoundland and Labrador in the areas of educational structure and support, program development, teacher training and student support. The *new* Additional Strategies action plan is intended to meet the province's objectives in the context of *Canada's Action Plan for Official Languages Education* as set out in Schedule 3. Additional strategies are intended to increase the number of young Newfoundlanders and Labradorians with a facility in both official languages, and to increase the rate of participation in French first language programs in this province.

French Second Language

Newfoundland and Labrador has legal responsibility for the provision of programs and services in education from Kindergarten to grade 12. In the area of French second language instruction, the province has the following approved programs: Core French, grades 4 to 12; early French immersion, Kindergarten to grade 12; late French immersion, grades 7 to 12; and Intensive Core French in grade 6. French second language must be offered to students from grade 4 to grade 9.

The following table shows enrolments in French second language programs in the province over the last five years, and total provincial enrolments in Kindergarten to grade 12 over the same period.

Programs	01-02	02-03	03-04	04-05	05-06
Core French	45,028	42,730	42,334	40,950	39,468
Intensive Core French	96	732	1018	967	991
French Immersion	5,395	5,690	6,068	6,477	6,823
Total French Second Language enrolments	50,519	49,152	49,420	48,394	47,282
Total Provincial enrolments	85,784	83,115	80,399	78,330	75,647

French second language enrolments have been declining in recent years due largely to the decline in the overall school population. However, the rate of participation in French second language programs has actually increased slightly over the past five years, from 59 percent to 62.5 percent. The Department of Education projects a further increase to 65 percent by 2008-09.

The Regular Funds French second language action plan sets out the province's strategies to provide the residents of Newfoundland and Labrador with the opportunity to learn French as a second language along with opportunities for cultural enrichment. The Additional Strategies action plan sets out measures to enhance existing programs and to establish new ones which complement existing programs and measures set out under Regular Funds. Together Regular Funds and Additional Strategies aim to enhance French second language instruction in Newfoundland and Labrador in terms of participation rates and the quality of programs offered.

The Department of Education has relied on a range of sources in the development of its action plans. Existing action plans in official languages and activity reports, published in accordance with the terms and conditions of the federal-provincial bilateral agreement, served to establish the framework for this process. The Government of Canada's position, as set out in *Canada's Action Plan for Official Languages*, contributed as well to the information base. The Department of Education consulted stakeholders in the area of French second language instruction to seek their input. These included school districts, teachers and parents. Issues related to French second language instruction were identified and suggestions were sought for incorporation into the action plan.

**Official Languages in Education Action Plan Regular Programs
Newfoundland and Labrador**

Objective: To provide residents of Newfoundland and Labrador with the opportunity to learn French as a second language and with opportunities for cultural enrichment through knowledge of the culture of the francophone community.

Strategies	Outcomes	Performance Indicators	Projected Investment			
			2005-06	2006-07	2007-08	2008-09
Educational structure/support						
1. Financial assistance to school boards for implementation and maintenance of French second language programs.	\$ School boards continue to offer existing FSL programs and expand and implement new programs as required.	\$ Number of students enrolled in Core French and French immersion programs.	F 295,000 P 99,000	F 295,000 P 99,000	F 295,000 P 99,000	F 295,000 P 99,000
2. Design and delivery of web-based FSL program.	\$ Students have enhanced access to courses through distance education technology.	\$ The number of students enrolled in distance education courses.	F 5,000 P 1,700	F 5,000 P 1,700	F 5,000 P 1,700	F 5,000 P 1,700
3. Program administration and policy development in French second language.	\$ Leadership, advocacy and management of programs and activities in support of FSL instruction.	\$ Number of participants in French second language programs.	F 163,000 P 54,500	F 163,000 P 54,500	F 163,000 P 54,500	F 163,000 P 54,500
4. Financial assistance to schools for cultural excursions and exchanges.	\$ Students in grades 7-12 participate in cultural exchanges and trips to French milieux.	\$ Descriptive reports submitted by participants. \$ Number of participating schools.	F 185,100 P 62,000	F 185,100 P 62,000	F 185,100 P 62,000	F 185,100 P 62,000
Total - Educational structure/support			F 648,100 P 217,200	F 648,100 P 217,200	F 648,100 P 217,200	F 648,100 P 217,200

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Strategies	Outcomes	Performance Indicators	Projected Investment			
			2005-06	2006-07	2007-08	2008-09
Program development						
1. New programs and learning resources in Core French.	\$ Implementation of new programs and learning resources in Core French.	\$ Number of new programs authorized.	F 128,000 P 43,000	F 128,000 P 43,000	F 128,000 P 43,000	F 128,000 P 43,000
2. New programs and learning resources for French immersion.	\$ Implementation of new programs and learning resources in French immersion.	\$ Number of new programs authorized.	F 313,000 P 105,000	F 313,000 P 105,000	F 313,000 P 105,000	F 313,000 P 105,000
3. New French immersion and Intensive Core French programs.	\$ More students have access to French immersion and Intensive Core French.	\$ Enrolment trends in French immersion and Intensive Core French at the provincial level.	F 361,000 P 120,000	F 361,000 P 120,000	F 361,000 P 120,000	F 361,000 P 120,000
4. Activities to support FSL study.	\$ Incentives for students to study FSL, such as late immersion summer schools.	\$ Enrolment trends in FSL.	F 61,500 P 20,500	F 61,500 P 20,500	F 61,500 P 20,500	F 61,500 P 20,500
5. Participation in collaborative FSL projects with other provinces.	\$ The availability of more and better FSL curriculum, learning resources and professional development opportunities.	\$ Number of new program documents, learning resources and professional development opportunities for FSL programs in Atlantic Canada.	F 10,000 P 3,500	F 10,000 P 3,500	F 10,000 P 3,500	F 10,000 P 3,500
6. Projects and activities undertaken by school boards and other agencies to promote and enhance FSL.	\$ Promotion of the study of FSL. \$ Access to FSL study for adults.	\$ Descriptive reports of projects or initiatives, including the assessment of participants.	F 10,000 P 3,500	F 10,000 P 3,500	F 10,000 P 3,500	F 10,000 P 3,500
Total – Program development			F 883,500 P 295,500	F 883,500 P 295,500	F 883,500 P 295,500	F 883,500 P 295,500

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Strategies	Outcomes	Performance Indicators	Projected Investment			
			2005-06	2006-07	2007-08	2008-09
Teacher training						
1. Financial assistance to encourage teacher participation in FSL study.	\$ Bursaries encourage participation in courses in French language or pedagogy.	\$ Demand for teacher bursary program. _____	F 30,000 P 0	F 30,000 P 0	F 30,000 P 0	F 30,000 P 0
2. Professional development activities for FSL teachers.	\$ Access to Summer Institutes, inservice training and other professional development initiatives.	\$ Number of teachers participating in summer institutes and other professional development initiatives. _____	F 120,000 P 40,000	F 120,000 P 40,000	F 120,000 P 40,000	F 120,000 P 40,000
Total - Teacher training			F 150,000 P 40,000	F 150,000 P 40,000	F 150,000 P 40,000	F 150,000 P 40,000

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Strategies	Outcomes	Performance Indicators	Projected Investment			
			2005-06	2006-07	2007-08	2008-09
Student support						
1. Financial assistance for second language study in French Canada at the postsecondary level.	\$ Fellowships for postsecondary FSL students allow for study in a French language institution.	\$ The level of interest in the Student Fellowship Program. \$ Number of participants.	F 95,200 P 0	F 95,200 P 0	F 95,200 P 0	F 95,200 P 0
2. Financial assistance for summer study in French Canada for high school students.	\$ Bursaries for high school students for summer study of FSL.	\$ The level of interest in the Level II Bursary Program and the <i>Explore</i> program. \$ Number of participants.	F 80,000 P 0	F 80,000 P 0	F 80,000 P 0	F 80,000 P 0
3. Financial assistance for study at the Programme Frecker in St. Pierre.	\$ Group bursary on behalf of FSL students at Memorial University.	\$ Number of Memorial University students attending the one-semester program in St. Pierre.	F 50,000 P 0	F 50,000 P 0	F 50,000 P 0	F 50,000 P 0
Total - Student support			F 225,200 P 0	F 225,200 P 0	F 225,200 P 0	F 225,200 P 0

**Official Languages in Education Action Plan Regular Programs
Newfoundland and Labrador**

Objective: To provide members of the French minority-language community of Newfoundland and Labrador with the opportunity to be educated in French, including cultural enrichment through exposure to their own culture.

Strategies	Outcomes	Performance Indicators	Projected Investment			
			2005-06	2006-07	2007-08	2008-09
Educational structure/support						
1. Financial assistance to the Conseil scolaire francophone provincial (CSFP).	\$ Management of francophone schools and transportation of students. _____	\$ Number of schools in the francophone education system. \$ Number of students in FFL programs. _____	F 0 P 575,000	F 0 P 575,000	F 0 P 575,000	F 0 P 575,000
2. Allocation of teaching units to CSFP.	\$ The CSFP provides educational programs to all students enrolled in its schools. _____	\$ Access to a K-12 education program for French first language students. _____	F 0 P 600,000	F 0 P 600,000	F 0 P 600,000	F 0 P 600,000
3. Program administration and policy development in FFL, and publication of curriculum, support documents and reports in French.	\$ Leadership, advocacy and management of programs and activities in support of FFL education. \$ Documents produced by the Department of Education which relate to FFL curriculum are made available in French. _____	\$ Programs and activities available in support of FFL education. \$ Availability in French of documents which relate to FFL curriculum. _____	F 178,300 P 60,000	F 178,300 P 60,000	F 178,300 P 60,000	F 178,300 P 60,000
Total - Educational Structure/support			F 178,300 P 1,235,000	F 178,300 P 1,235,000	F 178,300 P 1,235,000	F 178,300 P 1,235,000

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Strategies	Outcomes	Performance Indicators	Projected Investment			
			2005-06	2006-07	2007-08	2008-09
Program development						
1. Curriculum development in French first language.	\$ Implementation of new programs in French first language.	\$ Number of new programs authorized.	F 243,400 P 82,000	F 243,400 P 82,000	F 243,400 P 82,000	F 243,400 P 82,000
2. Participation in collaborative projects with other provinces in support of FFL education.	\$ The availability of more and better curriculum, learning resources, and professional development opportunities aimed specifically at francophones in minority language communities. \$ Provision of appropriate resources for French language schools at a price comparable to that of English language resources.	\$ Number of new program documents and learning resources for FFL programs in Atlantic Canada.	F 22,000 P 7,500	F 22,000 P 7,500	F 22,000 P 7,500	F 22,000 P 7,500
3. Promotion of FFL education.	\$ Initiatives or activities undertaken by the school board and other agencies to promote FFL education, and to complement the FFL curriculum.	\$ Descriptive reports of projects and initiatives. \$ Number of participants in specific programs and activities.	F 12,000 P 4,000	F 12,000 P 4,000	F 12,000 P 4,000	F 12,000 P 4,000
4. Financial assistance for adult literacy programs.	\$ Courses offered to francophone adults.	\$ Number of participants.	F 20,000 P 7,000	F 20,000 P 7,000	F 20,000 P 7,000	F 20,000 P 7,000
Total - Program development			F 297,400 P 100,500	F 297,400 P 100,500	F 297,400 P 100,500	F 297,400 P 100,500

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Strategies	Outcomes	Performance Indicators	Projected Investment			
			2005-06	2006-07	2007-08	2008-09
Teacher training						
1. Financial assistance to encourage teachers to pursue further studies, primarily at postsecondary institutions.	\$ Bursaries and fellowships provide the opportunity to participate in courses relevant to French minority-language education.	\$ Number of minority-language teachers who avail of bursary and fellowship opportunities.	F 2,500 P 0	F 2,500 P 0	F 2,500 P 0	F 2,500 P 0
2. Professional development activities for minority-language teachers.	\$ Access to inservice training and other professional development initiatives.	\$ Number of teachers participating in inservice training and other professional development initiatives.	F 10,000 P 3,500	F 10,000 P 3,500	F 10,000 P 3,500	F 10,000 P 3,500
Total - Teacher training			F 12,500 P 3,500	F 12,500 P 3,500	F 12,500 P 3,500	F 12,500 P 3,500

Strategies	Outcomes	Performance Indicators	Projected Investment			
			2005-06	2006-07	2007-08	2008-09
Student support						
1. Financial assistance for FFL students to pursue postsecondary studies in French.	\$ Fellowships for postsecondary francophone students allow for study in a French language institution.	\$ Number of participants in the Francophone Fellowship Program.	F 40,000 P 0	F 40,000 P 0	F 40,000 P 0	F 40,000 P 0
Total - Student support			F 40,000 P 0	F 40,000 P 0	F 40,000 P 0	F 40,000 P 0

In developing these action plans, the following characteristics of the Newfoundland and Labrador situation were taken into account:

- ▶ a very low birth rate;
- ▶ an out-migration of families with school-age children;
- ▶ a small population widely dispersed throughout the province;
- ▶ the need for more French teachers, to support growing French second language programs.

In this context, the action plans place priority on the promotion of French second language instruction, the recruitment of French second language teachers, the revitalization of French immersion and Core French programs, and increased support of secondary and postsecondary opportunities in the area of French second language.

The Department of Education collects information, both statistical and qualitative, on an annual basis on the performance of the education system. Specifically, statistical information is published on an annual basis in the *Education Statistics - Elementary - Secondary* report. The contents of this report will provide data for the analysis of expected results.

In addition to statistical information, the Department of Education also administers various tests and examinations to students throughout the province. Assessment reports based on student results are a key component of the Department of Education's communication with parents and the public with respect to the quality of education in the province. These quality indicators include criterion-referenced tests at Grades 3, 6 and 9, as well as public examinations administered to students enrolled in selected courses at the secondary level. The Department of Education administers public examinations on an annual basis to Core French and French immersion students. These examinations are developed and validated by committees of teachers and administered throughout the province. They attest to levels of performance in various areas of the curriculum.

French First Language

With respect to French minority language education, Section 23 of the *Canadian Charter of Rights and Freedoms* gives francophones in minority situations the right to manage and control the education services provided from public funds for their children. In Newfoundland and Labrador, the *Schools Act, 1997* gave effect to this right by enabling the establishment of the Conseil scolaire francophone provincial and by giving it exclusive responsibility to operate French first language schools.

Since 1997, the Conseil scolaire francophone provincial, in cooperation with the Department of Education, has administered five French first language programs in the province: in Happy Valley-Goose Bay, Labrador City, Cape St. George, Mainland, and St. John's. The table presents the enrolments in these schools over a five-year period.

SCHOOLS	01-02	02-03	03-04	04-05	05-06
École des Grands-Vents, St. John's	52	49	44	35	46
Centre éducatif l'Envol, Labrador City	26	23	19	24	22
École française de Goose Bay	19				
École Boréale, Happy Valley-Goose Bay		31	24	10	18
École Notre-Dame du Cap, Cape St-George	49	46	49	50	48
Centre scolaire et communautaire Ste-Anne, Mainland	84	78	77	74	70
Total	230	227	213	193	204

French first language enrolments have been largely declining in recent years, though there is an increase in 2005-06 of approximately 5% over 2004-05, principally in the St John's school. Declining enrolments are largely a reflection of declining birthrates within the province. The Department of Education is projecting an increase in enrolments of 10% by 2008-09, to 224 students, thereby contributing to the achievement of the objectives set out by the Government of Canada.

The Regular Funds French first language action plan sets out the province's strategies to continue support of the francophone education system and make French first language education available to rightholders. The Additional Strategies action plan sets out measures to enhance existing programs, and to establish new programs which complement existing programs and measures set out under Regular Funds. Together they aim to enhance French first language education in Newfoundland and Labrador, in terms of the overall quality of the system and of the programs offered, as well as participation rates.

The Department of Education has relied on a range of sources in the development of its action plans. Existing action plans in official languages and activity reports published in accordance with the terms and conditions of the federal-provincial bilateral agreement served to establish the framework for this process. The Government of Canada's position, as set out in *Canada's Action Plan*, contributed as well to the information base. The Department of Education consulted representatives of the French first language minority community to seek their input. These included school districts, teachers and parents. Their contribution was sought relative to current and emerging needs in this area. Department of Education officials also met regularly with staff of the Conseil scolaire francophone provincial to confirm priorities and elaborate strategies. Issues raised by the Conseil scolaire were taken into consideration as the strategies of the provincial action plan were developed.

In developing these action plans, the following characteristics of the situation of the French first language population in Newfoundland and Labrador were taken into account:

- ▶ a very low birth rate;
- ▶ an out-migration of families with school-age children;
- ▶ a small population, widely dispersed throughout the province;
- ▶ a tendency among right holders to choose majority language schools.

In this context, the action plans place priority on the enhancement of existing school programs, the promotion of French first language education, the recruitment and retention of students, the recruitment and retention of teachers, enhanced access to education through web-based programs and courses, early childhood education, and school- and community-based cultural programs.

The Department of Education collects information, both statistical and qualitative, on an annual basis on the performance of the education system. Specifically, statistical information is published on an annual basis in the *Education Statistics - Elementary - Secondary* report. The contents of this report will provide data for the analysis of expected results.

In addition to statistical information, the Department of Education also administers various tests and examinations to students throughout the province. Assessment reports based on student results are a key component of the Department of Education's communication with parents and the public with respect to the quality of education in the province. These quality indicators include criterion-referenced tests at Grades 3, 6 and 9, as well as public examinations administered to students enrolled in selected courses at the secondary level. These examinations are developed and validated by committees of teachers and administered throughout the province. They attest to levels of performance in various areas of the curriculum.