



PAN-CANADIAN REPORT ON OFFICIAL LANGUAGES IN EDUCATION 2005-06 TO 2008-09

HIGHLIGHTS



The Council of Ministers of Education, Canada (CMEC), was formed in 1967 by the provincial and territorial ministers responsible for education to provide a forum in which they could discuss matters of mutual interest, undertake educational initiatives cooperatively, and represent the interests of the provinces and territories with national education organizations, the federal government, foreign governments, and international organizations. CMEC is the national voice for education in Canada and, through CMEC, the provinces and territories work collectively on common objectives in a broad range of activities at the elementary, secondary, and postsecondary levels.

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Introduction

In Canada, education is under the jurisdiction of the provincial/territorial governments, a fact that creates great diversity in the delivery of educational programs across the country. Each province and territory has evolved its own system of education that reflects its geographic, linguistic, and cultural reality. This diversity brings an incredible strength to education in Canada, as education has been developed according to the context of the populations it serves.

At the same time, there are common objectives, approaches, concerns, and challenges that all ministers of education share. This is especially true in the area of official languages in education, even though linguistic populations differ across the country. For example, in *Learn Canada 2020*, the joint framework that ministers of education are using to guide enhancements to Canada's education systems, they identify and commit to the common objective of promoting and implementing support programs for **minority-language education** and **second-language instruction** that are among the most comprehensive in the world.

The actualization of this objective was recently supported by the *Protocol for Agreements for Minority-Language Education and Second-Language Instruction 2005–2006 to 2008–2009*, a funding agreement between the Council of Ministers of Education, Canada (CMEC), on behalf of all provinces and territories, and the Government of Canada. The protocol committed the Department of Canadian Heritage to providing \$1.02 billion in funding as a contribution to the costs incurred by the provinces and territories in the provision of minority-language education and second-language instruction over the course of the four fiscal years of the protocol.

WHAT IS MINORITY-LANGUAGE EDUCATION?

Minority-language education refers to the provision of education in the language of official-language minority communities (anglophones in Quebec and francophones outside Quebec) at all levels of education.

WHAT IS SECOND-LANGUAGE INSTRUCTION?

Second-language instruction refers to the provision of programs or activities designed to make it possible for Canadians to learn their second official language, be it English or French, at all levels of education

The *Pan-Canadian Report on Official Languages in Education 2005–06 to 2008–09*, describes an array of programs, initiatives, and projects in minority-language education and second-language instruction that were carried out in the provinces and territories and supported by the protocol. The report not only confirms the shared commitment of provincial and territorial ministers of education to maintaining, developing, improving access to, and enriching minority-language and second-language programs at the elementary, secondary, and postsecondary levels, but also emphasizes the unique achievements of each province and territory in official languages in education.

The highlights of those achievements appear on the following pages.

The *Pan-Canadian Report on Official Languages in Education 2005–06 to 2008–09*, is available on-line at www.cmec.ca.

Enrolment in French-language schools increased to 4,128 students in 2005-06, 4,902 in 2006-07, 5,377 in 2007-08, and 5,573 in 2008-09.



Funding supported the enrolment of an additional 1,968 students in degree courses offered in French in diverse areas such as economics, history, and women's issues.

Alberta

HIGHLIGHTS OF ACHIEVEMENTS IN MINORITY-LANGUAGE EDUCATION

Alberta's achievements in minority-language education, between 2005–06 and 2008–09, included the following outcomes supported by federal–provincial funding arrangements:

- Francophone teachers received bursaries that enabled them to participate in professional development workshops and to perfect their pedagogical and linguistic knowledge. Their professional development covered, in particular, the teaching of specialized subject matter, the integration of students at risk, intercultural dialogue, and building identity.
- A full-time kindergarten program was implemented in all francophone elementary schools. This gives young children the opportunity to attain language proficiency in French, and thus be ready to enter the French-language school system in Grade 1. From 2005–06 to 2008–09, 2,453 students in French-language schools benefitted from this improvement.
- Digital resources in mathematics, chemistry, biology, physics, social studies, and science, and the courses in the series “*Connaissances et employabilité*” [knowledge and employability] were developed. This made it possible to broaden the range of francophone distance education courses available to students in small schools or schools located in remote areas.

- Campus Saint-Jean (CSJ) of the University of Alberta continued to provide, through innovative teaching and research, a quality university education in the French language. The number of undergraduate degree program options increased from 7 to 12. The number of majors, minors, and honours programs also increased substantially; currently, Campus Saint-Jean offers 22 majors and 29 minors within its undergraduate and graduate program offerings. Graduate enrolment in the master of education program was increased by a Calgary cohort of 20 students. Overall enrolment at Campus Saint-Jean increased by 32 per cent — from 582 to 770 students. The percentage of new admissions whose mother tongue is French increased from 23.4 per cent in 2005–06 to 30.4 per cent in 2008–09.
- An ambitious new plan to launch college-level programming at Campus Saint-Jean was developed. Staff were hired and facility renovations begun. Program implementation will begin in 2010–11 with a diploma offered in business administration.

HIGHLIGHTS OF ACHIEVEMENTS IN SECOND-LANGUAGE INSTRUCTION

Alberta's achievements in second-language instruction, between 2005–06 and 2008–09, included the following outcomes supported by federal–provincial funding arrangements:

- The province undertook to reduce the dropout rate from courses in French as a second language, particularly at the secondary level, and to increase the percentage of students from the linguistic majority who are able to express themselves in French. In 2004–05, 147,111 students were enrolled in French immersion and French-as-a-second-language programs. This number increased to 155,191 in 2005–06, then to 169,706 in 2006–07, to 176,919 in 2007–08, and to 180,564 in 2008–09.
- The province also helped to protect against the risk of a shortage of competent teachers of French as a second language, by helping school authorities and other organizations to adopt strategies for retaining existing teaching staff and for recruiting new teachers. During the agreement, some 300 teachers participated in language training and workshops designed to increase the number of qualified teachers.

- Student financial support for French as a second language consists of fellowships for anglophone students pursuing full-time studies in French at Alberta postsecondary institutions (primarily at Campus Saint-Jean) and out of province. From 2005–06 to 2008–09, this funding supported 956 students attending Alberta-based institutions and 117 students in out-of-province programs.
- Exchange and travel opportunities — involving experiential learning activities in Québec and France — were provided to more than 200 postsecondary students during the 2005–06 to 2008–09 period.
- The University of Calgary was able to increase its capacity to offer French-language programming. Between 2005–06 and 2008–09, the French Centre at the University of Calgary offered a total of 57 degree courses in French to 1,079 students. Over the same period, 201 students participated in five immersion weekends offered by the French Centre.

To learn more about Alberta's achievements in official languages in education, please consult the *Pan-Canadian Report on Official Languages in Education 2005–06 to 2008–09* on-line at www.cmec.ca.



A total of 11 universities and colleges in British Columbia received funds over the course of the agreement to offer pre-service and in-service courses in French.



Students had the opportunity to pursue postsecondary studies that would enable them to become educators in core French and French immersion.

British Columbia

HIGHLIGHTS OF ACHIEVEMENTS IN MINORITY-LANGUAGE EDUCATION

British Columbia's achievements in minority-language education, between 2005–06 and 2008–09, included the following outcomes supported by federal–provincial funding arrangements:

- As of September 30, 2008, there were 4,222 students enrolled in the *Conseil scolaire francophone de la Colombie-Britannique* [francophone school board of British Columbia] (CSF), an increase of 16 per cent since the 2005–06 school year. The CSF was able to hire 157 new teachers. New teachers participated in a five-day orientation program, training sessions, and a mentoring program.
- The preschool and kindergarten levels witnessed growth. All kindergarten students within the minority-language school system had access to a full-day francophone program, and kindergarten enrolment increased by 20 per cent. During the same time period, the CSF opened four new preschools, bringing the total of CSF preschools to 15.
- The province developed, in collaboration with the CSF, a new *Français langue première, M à 12^e année* [French first language, K to 12] draft curriculum.

- To enhance students' learning experience and thus student retention, iBook computers were distributed to 60 students and 300 staff members in 2005–06 and to more than 2,000 students and 300 staff members in 2008–09. During the same time period, 90 per cent of all CSF teachers used computers in their classroom. A *cyber pédagogue* [computer specialist] team was created and trained; it identified teaching strategies that would better support student achievement, foster students' development of cultural identity and a sense of belonging to their francophone community, and facilitate the implementation of new learning technologies to better respond to students' needs.
- Simon Fraser University developed and delivered French-language education courses for a new minor-in-French program; offered the graduate diploma program in French education; and delivered the graduate master's program and the French-language doctoral program in educational leadership.

HIGHLIGHTS OF ACHIEVEMENTS IN SECOND-LANGUAGE INSTRUCTION

British Columbia's achievements in second-language instruction, between 2005–06 and 2008–09, included the following outcomes supported by federal–provincial funding arrangements:

- Fifty-seven school districts were able to enhance and expand existing core French programs.
- School districts offered their students access to quality French immersion programs: 254 public schools offered French immersion programs to 42,474 students; four independent schools offered French immersion programs to 513 students. In 2008–09, 42,474 students were enrolled in French immersion programs in the public schools, representing an unprecedented high of 6.5 per cent of the province's total student population.
- Core French and French immersion teachers had the opportunity to upgrade their teaching and linguistic skills: 130 teachers requested bursaries in 2005–06; 147 requested them in 2006–07; 154 in 2007–08; and 159 in 2008–09. Some teachers took a variety of courses including intensive French immersion programs while others pursued master's degrees. *Collège Éducentre* developed and offered French-for-teachers workshops to 125 core French teachers from four districts.

- Francophone organizations offered a variety of cultural activities and events, enriching thousands of BC French immersion students' language skills and understanding of French culture: theatrical plays "*Des flacons pour Alicia*," "*Regarde-moi*," "*Le Nez*," and "*Écran de fumée*"; and educational programs "*Le capteur de rêve et le loup : un voyage dans l'imaginaire autochtone*" and "*La Francophonie autour du Globe*." As well, sixteen author/illustrators visited 154 BC schools to offer 240 workshops.
- The University of Victoria was able to offer, after years of preparatory groundwork, the Professional Specialization Certificate in Teaching French Immersion and the Credential in Teaching French as a Second Language in Middle School, two in-service programs designed to respond to the need for qualified teachers in French second-language programs in the Greater Victoria area. Over 100 teachers registered for these programs.

To learn more about British Columbia's achievements in official languages in education, please consult the *Pan-Canadian Report on Official Languages in Education 2005-06 to 2008-09* on-line at www.cmec.ca.



*Federal financial assistance has greatly contributed to the organization of annual provincial conferences for school principals, **division managerial staff**, education partners, and parents.*



*Federal funds make it possible to offer support to immersion students who want to **continue** their studies in French.*

Manitoba

HIGHLIGHTS OF ACHIEVEMENTS IN MINORITY-LANGUAGE EDUCATION

Manitoba's achievements in minority-language education, between 2005–06 and 2008–09, included the following outcomes supported by federal–provincial funding arrangements:

- The *Division scolaire franco-manitobaine* [franco-Manitoban school division] (DSFM) made kindergarten the focus of its recruitment efforts and, from 2005–06 to 2008–09, enrolment increased from 4,569 students to 4,804. This was a gain of 235 students, representing an increase of 5.1 per cent.
- In April 2007, a new French-language school opened in a thriving community in the southeastern part of Winnipeg — the *Centre communautaire Léo-Rémiliard*, which accepts students from Grade 8 to Grade 12. This addition does much to help maintain the DSFM's enrolment and also provides another environment for welcoming francophone students in the community.

- The *Direction des ressources éducatives françaises* [French-language education resources branch] (DREF) of the *Bureau de l'éducation française* [French-language education bureau] (BEF) acquired educational and instructional materials for education staff working with students from kindergarten to Grade 12, and provided them with the services of its library. This made over 63,000 French-language resources available to the schools and to provincial residents who were interested in them. In 2008–09, the BEF library lent over 31,000 resources to teaching staff in the French schools.
- The DSFM partnered with the *Collège universitaire de Saint-Boniface* (CUSB), Saint Boniface's French-language university college, and with the BEF Division of the Department of Education to support the delivery of *Petites écoles en réseau* [small networked schools] (PEER), a course in sciences, to 24 Grade 9 students in four small rural schools. The students in these schools were brought together through virtual collaboration.
- Francophone students wishing to pursue their studies in French at the postsecondary level received financial support. In 2008–09, some 60 graduating students whose first language was French received a bursary for this purpose. This was also the case for 49 postsecondary students who wanted to take a program of study in French that was not offered in Manitoba.

HIGHLIGHTS OF ACHIEVEMENTS IN SECOND-LANGUAGE INSTRUCTION

Manitoba's achievements in second-language instruction, between 2005–06 and 2008–09, included the following outcomes supported by federal-provincial funding arrangements:

- Enrolment in the French immersion program increased from 17,604 students in 2005–06 to 18,563 in 2008–09, a gain of 959 students or 5.4 per cent. The number of French immersion students who obtained their secondary school diploma increased from 759 students in 2006 to 787 in 2009.
- The Web sites of French for Life and French for Career Options, two projects developed by Canadian Parents for French – Manitoba, the *Association manitobaine des directeurs d'immersion* [Manitoba association of immersion directors], and the Manitoba Association of Teachers of French, continue to enjoy enormous success in promoting the learning of French.

- The BEF carried out an oral and written evaluation of the students enrolled in intensive French (IF) and enhanced French (EF) courses, in support of school divisions that had implemented pilot projects in these subject areas, and was able to provide school divisions with a division report and a descriptive profile for each student enrolled in the IF or EF course, enabling school principals to inform parents of their children's progress.
- Immersion students wishing to continue their studies in French at the postsecondary level received financial support. In 2008–09, some 60 bursaries were awarded to students who were graduating from immersion schools, and 12 bursaries were granted to postsecondary students who wanted to take a program of studies in French that was not offered in Manitoba.
- The capacity of the *Service de perfectionnement linguistique* [linguistic proficiency upgrading service] (SPL) of the CUSB was maintained and developed. The SPL is a service that supports teaching; its mandate is to evaluate students' language skills and to offer means of language enrichment.

To learn more about Manitoba's achievements in official languages in education, please consult the *Pan-Canadian Report on Official Languages in Education 2005–06 to 2008–09* on-line at www.cmec.ca.



There were 23 classes of intensive French in 2005–06, and 44 classes in 2006–07; all teachers of these classes received training in the pedagogy underlying the program.



In 2008–09, the francophone sector comprised five school districts, 98 schools, and 31,119 students.

New Brunswick

HIGHLIGHTS OF ACHIEVEMENTS IN MINORITY-LANGUAGE EDUCATION

New Brunswick's achievements in minority-language education, between 2005–06 and 2008–09, included the following outcomes supported by federal–provincial funding arrangements:

- Several hundred teachers, from kindergarten to Grade 8, were able to take part in literacy training. Significant improvement in results obtained was noted between 2004–05 and 2008–09.
- The ArtsSmarts program was implemented in schools, allowing students the opportunity to work with established artists to carry out artistic projects associated with the various subject matters of the curriculum, thus fostering a greater appreciation of culture and the arts and awakening students' creativity.
- The Department of Education developed a family literacy program to support parents and their children. Ten preschool intervention counsellors were hired to work in the school districts with families with children at risk, in the year preceding the children's entry into kindergarten.

- The *Université de Moncton* awarded some 1,300 scholarships to promote access to university studies in French. Furthermore, a new program to support success in university studies was launched in 2005–06. The establishment of this program enabled the *Université de Moncton* to significantly improve its student retention rate, particularly in first year. The overall retention rate is now 87.1 per cent.
- The *Collège communautaire du Nouveau-Brunswick* (CCNB) introduced, for instructors, an adult basic education program and another program on the use of technology in the classroom. The CCNB also set up learning help centres for students, designed to determine their needs and have the services in place to meet them. In addition, the college added 493 regular spaces to its enrolment capacity.

HIGHLIGHTS OF ACHIEVEMENTS IN SECOND-LANGUAGE INSTRUCTION

New Brunswick's achievements in second-language instruction, between 2005–06 and 2008–09, included the following outcomes supported by federal–provincial funding arrangements:

- The Second Language Research Institute of the University of New Brunswick (UNB) hired an associate of the faculty to help teach French as a second language methodology courses. The associate developed more than 50 educational training workshops, which were offered to approximately 1,500 teachers of French as a second language (FSL). The *Université de Moncton* joined with the University of Prince Edward Island to provide training to 59 teachers assigned to teach immersion programs in the English-language schools of the province.
- School districts were able to provide French cultural learning experiences for students, thus strengthening their language skills at the same time as raising awareness of their cultural environment.
- New programs were introduced in French immersion in 2005–06 and 2006–07, in social studies for Grades 6, 7, and 9 and in middle-level health education. New mathematics curricula (FI) were developed for Grades 4 and 7 (2007–08) and Grades 5 and 8 (2008–09). Between 2007 and 2009, new curricula for physical education and health Grades 9 and 10 and Biology 11 and 12 were developed and translated for use in French immersion classes.

- A student bursary program was made available to core French and French immersion students (Grades 9 and 10) to attend a four-week immersion program at *Université de Moncton* in the month of July. In 2005–06, 90 students participated, and 94 students were involved in 2006–07. Similar numbers were seen in 2007–08 and 2008–09: 92 students, and 89 students, respectively.
- UNB awarded four bursaries to enable students to pursue higher studies in second-language teaching methods, and also contributed two bursaries a year to support the bachelor's program in teaching FSL.

To learn more about New Brunswick's achievements in official languages in education, please consult the *Pan-Canadian Report on Official Languages in Education 2005–06 to 2008–09* on-line at www.cmec.ca.



Since 2005–06, there has been an **increase** of **46.6 per cent** in participation in intensive **core French**, and an increase of **17.4 per cent** in **French immersion**.



FSL programs include **early French immersion**, which begins in **kindergarten** and is offered up until **Grade 12**.

Newfoundland and Labrador

HIGHLIGHTS OF ACHIEVEMENTS IN MINORITY-LANGUAGE EDUCATION

Newfoundland and Labrador's achievements in minority-language education, between 2005–06 and 2008–09, included the following outcomes supported by federal–provincial funding arrangements:

- Enrolment in French first-language schools increased by approximately 32.5 per cent from 2005–06 to 2008–09, with a total provincial enrolment of 203 in 2005–06 and 269 in 2008–09.
- Innovative programs and resources were introduced in several subject areas for minority-language students, including language arts, religious education, visual arts, social studies, physical education, and career education.
- The implementation of distance education courses provided students in the francophone school system of Newfoundland and Labrador with greater course selection; enrolments at the secondary level are particularly low in some schools, which makes it difficult to engage specialist teachers for the classroom.

- The *Conseil scolaire francophone provincial* (CSFP) hired a cultural coordinator and established various cultural activities. Local artists visited the schools, and provincial activities were held annually to bring together francophone students and thereby increase their sense of belonging to a larger community.
- At the postsecondary level, fellowships were made available to allow francophones to continue their studies beyond high school at French-language institutions outside the province. This support is available to individual students for a five-year period. A total of 38 students received fellowships between 2005–06 and 2008–09.

HIGHLIGHTS OF ACHIEVEMENTS IN SECOND-LANGUAGE INSTRUCTION

Newfoundland and Labrador's achievements in second-language instruction, between 2005–06 and 2008–09, included the following outcomes supported by federal–provincial funding arrangements:

- Since 2005–06, there has been an increase of 46.6 per cent in participation in intensive core French, and an increase of 17.4 per cent in French immersion. Three of four anglophone districts in the province now offer intensive core French. All four anglophone districts offer French immersion.
- Fellowships and summer bursaries were made available to teachers wishing to pursue studies in French language or pedagogy at French-language institutions in Canada. Between 2005–06 and 2008–09, 94 teachers availed themselves of summer bursaries. A fellowship for full-time studies was made available to second-language teachers and to other teachers who wished to begin studies in second-language learning.
- Three summer bursary programs in French Canada were available for secondary students in Grades 9, 10, and 11. A total of 423 bursaries were provided to students between 2005–06 and 2008–09 that enabled them to attend summer bursary programs in French Canada.

- A program was made available, through school districts, to students of Grades 6, 7, and 8 that allowed 259 of them to participate in sessions at *FrancoForum de Saint-Pierre* in St. Pierre and Miquelon.
- 105 fellowships were awarded to students pursuing postsecondary studies in French-language institutions within Canada.

To learn more about Newfoundland and Labrador's achievements in official languages in education, please consult the *Pan-Canadian Report on Official Languages in Education 2005-06 to 2008-09* on-line at www.cmec.ca.



*Thanks to the additional funding,
the core French programs are well established,
and are offered consistently
from Grade 1 to Grade 9.*



*Every year, some 10 students from NWT
participate in **Explore**, the summer language
bursary program.*

Northwest Territories

HIGHLIGHTS OF ACHIEVEMENTS IN MINORITY-LANGUAGE EDUCATION

Northwest Territories' achievements in minority-language education, between 2005–06 and 2008–09, included the following outcomes supported by federal–territorial funding arrangements:

- Enrolment in the territory's French-language schools increased from 143 students from kindergarten to Grade 11 in April 2005 to 193 students in March 2009.
- The French-language school board hired two teachers responsible for providing a student support program. These teachers offered services to students with special physical, academic, or behavioural needs. The board was also able to hire a person responsible for pedagogy in its two schools. This has facilitated the development of a common vision and the harmonization of teaching practices.
- The French-language school board was able to carry out a technology upgrading project, which involved the purchase of equipment, training, and the development of on-line course offerings.

- Full-time secretary-librarians were hired, in order to improve services to the community and to parents. These hires have had a beneficial impact on library borrowing and on the availability of library resources.
- The Department of Education, Culture and Employment offered professional training sessions and workshops to francophone teachers on topics such as literacy, numeracy, and the humanities, in order to enrich the learning environment of minority-language students.

HIGHLIGHTS OF ACHIEVEMENTS IN SECOND-LANGUAGE INSTRUCTION

Northwest Territories' achievements in second-language instruction, between 2005–06 and 2008–09, included the following outcomes supported by federal–territorial funding arrangements:

- The department organized training sessions for core-French teachers on the Accelerative Integrated Method (AIM) methodology, a gesture-based approach to learning languages. Almost all core French teachers took this training, and a number of school boards have since implemented this method in the classroom.
- The number of school boards offering French immersion programs increased from 3 in 2005–06 to 4 in 2008–09, and enrolment in these programs increased from 646 to 664 over the same time period.
- In two school boards, a second-language consultant was hired to support teachers in their efforts to meet the needs of students.
- Over the last three years of the agreement, one NWT school board offered an intensive French course in Grade 6. This initiative was very successful.

To learn more about Northwest Territories' achievements in official languages in education, please consult the *Pan-Canadian Report on Official Languages in Education 2005-06 to 2008-09* on-line at www.cmec.ca.



Awareness was raised among young teens of the importance of learning, understanding, and appreciating French-language culture.



Enrolment in French first-language schools continued to rise.

Nova Scotia

HIGHLIGHTS OF ACHIEVEMENTS IN MINORITY-LANGUAGE EDUCATION

Nova Scotia's achievements in minority-language education, between 2005–06 and 2008–09, included the following outcomes supported by federal–provincial funding arrangements:

- The *Conseil scolaire acadien provincial* [provincial Acadian school board] (CSAP) was able to expand its staff for literacy and numeracy mentoring, which had a positive impact on student performance levels.
- Some CSAP schools added new classes — *École de la Rive-Sud*, for example, added a new Grade 12 cohort — and many added new courses, accounting for an increase in the number of elective courses available in French-first-language schools.
- The Department of Education granted bursaries to teachers to attend methodology upgrading courses or courses leading to a master's degree in education (French language) or in school administration. Between 2005–06 and 2008–09, there was an increase of 34 per cent in the number of bursary applications for master's degree courses in these areas. During the same time period, there was an increase of 41 per cent in the number of bursary applications for methodology upgrading courses and for general professional development.

- Infrastructure support was provided to renovation and construction projects that ensured that the CSAP could deliver, in schools that met modern education standards, *Grandir en français* [growing up in French], a program that has achieved great success in the integration of the children of rights holders into the francophone school system and in the promotion of French language and culture.
- Several hundred students received bursaries or scholarships to continue their French-first-language education at the postsecondary level. The number of students applying for bursaries to pursue their bachelor of arts or bachelor of education degree increased by 52 per cent over the course of the agreement.

HIGHLIGHTS OF ACHIEVEMENTS IN SECOND-LANGUAGE INSTRUCTION

Nova Scotia's achievements in second-language instruction, between 2005–06 and 2008–09, included the following outcomes supported by federal–provincial funding arrangements:

- The Department of Education granted several hundred bursaries that allowed teachers to attend professional development and specialization courses and to participate in internships. Six bursaries covered the last two years of the tuition costs of students studying to become teachers of French as a second language (FSL).
- The department also funded seven French-immersion summer camps that reinforced FSL skills in 6- to 12-year-olds. A total of 634 students participated in the camps.
- There was an increase in the number of scholarships and bursaries awarded to non-francophone students pursuing postsecondary studies in French. There was also an 8 per cent increase in the number of applications for these awards.
- Approximately 25,000 new resources were purchased for FSL instruction.
- Enrolment in French immersion programs increased by 3 per cent between 2005–06 and 2008–09, despite a 7 per cent decrease in the province's total student population over the same time period.

To learn more about Nova Scotia's achievements in official languages in education, please consult the *Pan-Canadian Report on Official Languages in Education 2005-06 to 2008-09* on-line at www.cmec.ca.



Between 2005–06 and 2008–09, Nunavut invested the largest portion of FSL funding in teacher recruitment, training, and development.



In 2008–09, a strategic plan was put into place to expand course offerings and to prepare for a new Grade 10 program.

Nunavut

HIGHLIGHTS OF ACHIEVEMENTS IN MINORITY-LANGUAGE EDUCATION

Nunavut's achievements in minority-language education, between 2005–06 and 2008–09, included the following outcomes supported by federal–territorial funding arrangements:

- The Department of Education of Nunavut (DEN) developed, translated, and adapted curriculum and teaching resources that reflect Inuit society and local realities, whereas in the past, most curriculum documents used in Nunavut were borrowed from other jurisdictions. The Bureau of Education and French Services (BEFS) was established within the DEN in 2001 to support the efforts of rights-holder parents in forming a French minority-language school board. It was actively involved in the process of providing a francophone perspective in the development of new programs of study so that those programs were reflective of the northern reality of francophones and their culture.
- Enrolment in the French-language school increased from 46 students in 2006–07 to 54 students in 2008–09.
- In 2008–09, a strategic plan was put into place to expand course offerings. Teaching materials were purchased in preparation for a new Grade 10 program offered for the first time in 2009–10.

- A full-day kindergarten program was established at the French-language school, the only full-day kindergarten program offered in the Territory. The program began as an experimental venture and was meant to end in June 2008; however, thanks to the great success of the program, it was maintained and fully integrated into regular school operation.
- A wide array of language enrichment and cultural identity promotion activities — from francisation camps during summer vacation to the production of plays performed outside of Nunavut — were offered by the *Commission scolaire francophone du Nunavut* [francophone school board of Nunavut] in order to foster the cultural identity of franco-Nunavummiuq students.

HIGHLIGHTS OF ACHIEVEMENTS IN SECOND-LANGUAGE INSTRUCTION

Nunavut's achievements in second-language instruction, between 2005–06 and 2008–09, included the following outcomes supported by federal–territorial funding arrangements:

- In 2006–07, for the first time, an intensive French program was offered in Grade 7. An intensive French program was also offered in Grade 8 in 2008–09.
- FSL teachers were provided with opportunities to upgrade their second-language teaching skills via, for example, professional development sessions on intensive French, workshops on how to use smart boards in the FSL classroom, and a workshop on Accelerative Integrated Methodology, a language teaching approach based on gestures that was later adopted by teachers as classroom methodology.

- The BEFS and the Iqaluit District Education Authority (IDEA) recruited language specialists for full-time FSL positions. The number of FSL teachers rose from 3.5 in 2005–06 to four in 2008–09.
- The IDEA was able to purchase computers for FSL instruction.
- Despite the fact that FSL is not compulsory and parents have the choice to enrol their children either in French or in Inuktitut as a second language, enrolment in FSL programs rose from 233 students in 2005–06 to 235 in 2008–09.

To learn more about Nunavut's achievements in official languages in education, please consult the *Pan-Canadian Report on Official Languages in Education 2005–06 to 2008–09* on-line at www.cmec.ca.



56 per cent of Ontario's French-language elementary schools were able to offer daycare service in 2008-09.



In the fourth year of the action plan, 93 per cent of English-language school boards provided professional development opportunities to FSL teachers.

Ontario

HIGHLIGHTS OF ACHIEVEMENTS IN MINORITY-LANGUAGE EDUCATION

Ontario's achievements in minority-language education, between 2005–06 and 2008–09, included the following outcomes supported by federal–provincial funding arrangements:

- The Ministry of Education offered professional development to thousands of school staff members through the pedagogical team of the project *Formation du personnel à l'amélioration de la réussite scolaire des élèves* [training personnel to improve the success of students in school] (FARE) of the *Centre franco-ontarien de ressources pédagogiques* [franco-Ontarian centre for instructional resources] (CFORP).
- In 2008–09, thanks to a strategic partnership developed between the Ministry of Education and the Ontario Ministry of Children and Youth Services, 266 new daycare places distributed among 11 of the province's French-language school boards were created, thus widening the gateway into French minority-language education.

- The strategy *Destination Réussite, volet amélioration des écoles* [destination success, school improvement component], designed to maximize the chances for success of every student from Grade 7 to Grade 12, made it possible to help 34 secondary schools to implement, with their students, strategies of retention, teaching, and follow-up in order to increase the rate of academic success and diploma attainment. The total number of graduates from Ontario's French-language schools increased from 4,509 in 2005–06 to 4,979 in 2007–08.
- *SOS DEVOIRS*, a service for helping students from Grade 1 to Grade 12 with their homework in all subjects of the Ontario curriculum, offered its services to some 108,823 francophone students. The number of calls for on-line files climbed to 10,712,065, an increase of 66 per cent compared to the previous year.
- Through recruitment efforts, Ontario's French-language community colleges and bilingual universities increased the number of French-language students registered from 15,398 in 2004–05 to 16,733 in 2008–09.

HIGHLIGHTS OF ACHIEVEMENTS IN SECOND-LANGUAGE INSTRUCTION

Ontario's achievements in second-language instruction, between 2005–06 and 2008–09, included the following outcomes supported by federal-provincial funding arrangements:

- In order to improve classroom support and student achievement, Ontario supported the hiring of French-as-a-second-language (FSL) consultants as well as literacy coaches and special assignment teachers in most school boards. These FSL specialists are responsible for providing support to classroom teachers; acquiring and purchasing literacy, oral language, and technology resources; and coordinating and/or delivering teacher training activities.
- In 2008–09, 93 per cent of English-language school boards provided professional development opportunities to FSL teachers, including training on balanced literacy programs, effective literacy or differentiated instructional strategies, mentoring programs, demonstration classrooms, and on-line professional learning communities.

- In the 2008–09 school year, a total of 59 new extended French and French immersion classes were established, and over 22 new extended and immersion classes were established in existing sites.
- To achieve the goal of providing more accessible and better quality teaching materials to students, Ontario focused support on the development and acquisition of student- literacy/levelled-reading resources that align with English materials, and on the use of reading assessment tools.
- 2008–09 saw Glendon College welcome a second cohort of students into its school of public and international affairs. The two-year program offered by the school is the first bilingual program in this discipline in Canada. Moreover, in this same year, Glendon had 64 students in its bachelor’s in education program for teachers of French immersion, core French, and enriched French at the primary/middle level.

To learn more about Ontario’s achievements in official languages in education, please consult the *Pan-Canadian Report on Official Languages in Education 2005–06 to 2008–09* on-line at www.cmec.ca.



*The **French language** school board (CSLF) continues to increase the number of students in its six French-language schools at the same time as it is continuing to increase its programs.*



The Department of Education and Early Childhood Development organizes training sessions for the 400 or so French immersion and core French teachers in various fields.

Prince Edward Island

HIGHLIGHTS OF ACHIEVEMENTS IN MINORITY-LANGUAGE EDUCATION

Prince Edward Island's achievements in minority-language education, between 2005–06 and 2008–09, included the following outcomes supported by federal–provincial funding arrangements:

- The French language school board (CSLF) increased the number of students in its six French-language schools at the same time as increasing its programs. From 2005–06 to 2008–09, the CSLF extended its teaching program to be able to serve students from Grade 7 to Grade 12 in the region from Eastern Kings County to Souris. The board also extended its program for students in West Prince from Grade 10 to Grade 12. Enrolment in the CSLF increased from 666 to 711.
- An intensive program to train teachers in early intervention in reading and writing, known as *Intervention préventive en lecture et écriture* [preventive intervention in reading and writing] (IPLÉ), was started in 2005–06 at the initiative of the department. Preventive interventions are aimed at the 15 to 20 per cent of students who have the most trouble with literacy. In all, 47 Grade 1 students in four French-language schools benefitted from this service.

- The province played a leading role in developing the *Trousse de formation sur les stratégies en lecture et écriture* [Training kit on strategies in reading and writing], a project coordinated by the Council of Ministers of Education, Canada (CMEC). This kit was launched in 2008–09. Teaching staff have thus been able to incorporate reading and writing strategies into the French programs of study from Grade 1 to Grade 3.
- During the school years 2005–06 and 2006–07, the province implemented the *ArtsSmarts* program, which helps students to learn through the arts. This program is based on incorporating the arts into the regular program of studies through various subjects. Since the start of the program, more than 50 projects have been realized.
- In June 2008, the *Collège Acadie Î.-P.-É* was recognized by the provincial government as a public postsecondary training institution, which gave it the public status of French-language community college.

HIGHLIGHTS OF ACHIEVEMENTS IN SECOND-LANGUAGE INSTRUCTION

Prince Edward Island's achievements in second-language instruction, between 2005–06 and 2008–09, included the following outcomes supported by federal–provincial funding arrangements:

- The English-language school board in eastern Prince Edward Island expanded its continuous immersion program, adding classes from Grade 3 to Grade 6 to one of its elementary schools. The English-language school board of western PEI added a late immersion program in one of its schools. As well, three Grade 6 intensive French classes were established. The province subsidized the hiring of teachers and the purchase of resources in order to offer high-quality education to the students of these new classes.
- The French Programs Division developed and revised its curriculum for French immersion and French second-language courses. Education advisors reviewed French immersion programs from Grade 1 to Grade 6, mathematics programs from Grade 1 to Grade 9, and humanities programs for Grades 6 to 8.

- The province's literacy project, which aims to improve the performance of all students from kindergarten to Grade 12, served the French immersion clientele. French immersion teachers from kindergarten to Grade 6 benefitted from the services of two mentors who helped them to implement the project.
- The University of Prince Edward Island offered a bachelor's program in education with specialization in French immersion. From 2005–06 to 2008–09, more than 15 students obtained their degrees in this area.

To learn more about Prince Edward Island's achievements in official languages in education, please consult the *Pan-Canadian Report on Official Languages in Education 2005–06 to 2008–09* on-line at www.cmec.ca.



*Continuing education in **teaching methods** has been supported by various activities, based on recent research, to **enable teachers** to design and implement innovative **teaching strategies** that foster progress in learning.*



*The project to **promote interaction** of groups of students learning a second language has allowed **language exchanges** between **francophone** and **anglophone** schools.*

Québec

HIGHLIGHTS OF ACHIEVEMENTS IN MINORITY-LANGUAGE EDUCATION

Québec's achievements in minority-language education, between 2005–06 and 2008–09, included the following outcomes supported by federal–provincial funding arrangements:

- More than 1,000 English-speaking teachers participated in training sessions on various subjects of the curriculum, including science and technology, mathematics, history and citizenship education, geography, social sciences, and contemporary world.
- Québec's English education community integrated information and communications technologies (ICT) for educational purposes, so that it could work through networks and share resources that foster enrichment of management, teaching, and learning practices. It maintained the facilitation and continuing support services required to integrate ICT, including the service of the *Réseau pour le développement des compétences par l'intégration des technologies* [network for skills development through technology integration] (RÉCIT). This is a network of resource persons dedicated to integrating ICT into teaching practices in Québec's schools.

- The summer recovery or catch-up project set up by the Québec Board of Black Educators (QBBE) and the English-Montréal School Board reached more than 200 young people in different cultural communities. Sixty-four elementary and 144 secondary school students who were having difficulty in school or had failed exams in one or more core subjects during the year were enrolled in QBBE activities. The elementary students improved their skills in languages, mathematics, science and technology, as well as the arts.
- The PERFORMA (*Perfectionnement et formation des maîtres au collegial*) [professional development and training for college teachers] team developed courses and now offers e-learning modules. It completed the English side of the PERFORMA portal, and has offered several distance education activities and sessions. More than 260 teachers have enrolled in the Master Teacher Program (MTP).

HIGHLIGHTS OF ACHIEVEMENTS IN SECOND-LANGUAGE INSTRUCTION

Québec's achievements in second-language instruction, between 2005–06 and 2008–09, included the following outcomes supported by federal–provincial funding arrangements:

- Bursaries were awarded to improve teachers' written and oral language proficiency in English and thereby increase their skills in teaching English as a second language (ESL). This addressed the increased need for personnel qualified in the methods of teaching ESL that was generated by the new requirement for ESL instruction to begin in Elementary 1.
- French-as-a-second-language (FSL) teachers benefitted from professional development activities focused primarily on the development of learning assessment tools in accordance with the guidelines of the *ministère de l'Éducation, du Loisir et du Sport* [ministry of education, recreation, and sports]. Training sessions enabled hundreds of teachers to develop their skills in planning and piloting coherent teaching, learning, and evaluation situations.

- Québec's linguistic exchange pilot project PELIQ-AN (*Programme d'échanges linguistiques intra-Québec – approche nouvelle*, or intra-Québec language exchange program – new approach) was initiated, and more than 800 students participated in exchanges between second-language classes in French and English schools.
- Programs of study and evaluation tools for FSL and French immersion were developed and produced. Moreover, FSL evaluation situations have been field-tested, revised, and deposited in a bank of evaluation instruments (BIM) managed by the *Société GRICS*, which supports the network of school boards. BIM has thus been enriched by hundreds of new questions and evaluation situations for FSL.

To learn more about Québec's achievements in official languages in education, please consult the *Pan-Canadian Report on Official Languages in Education 2005-06 to 2008-09* on-line at www.cmec.ca.



Enrolment numbers reflect an **increase** of approximately **11 per cent** over the four-year lifespan of the Canada — Saskatchewan Agreement on Minority Language Education and Second Official Language Instruction.



The language assistant program **Odyssey** is considered **key** to the **development** of **culture** and **language**.

Saskatchewan

HIGHLIGHTS OF ACHIEVEMENTS IN MINORITY-LANGUAGE EDUCATION

Saskatchewan's achievements in minority-language education, between 2005–06 and 2008–09, included the following outcomes supported by federal–provincial funding arrangements:

- Enrolment in Saskatchewan's francophone school division, the *Conseil des écoles francsaskoises* (CEF), increased by approximately 11 per cent between 2005–06 and 2008–09.
- The *Service francsaskois de formation aux adultes* [franco-Saskatchewan adult training services] (SEFFA) offered an early childhood educator training program in collaboration with the Saskatchewan Institute of Applied Science and Technology, ensuring that the province can respond to the needs of the francophone community in providing early intervention to young children to develop their language and culture, in preparation for kindergarten and Grade 1.
- In 2005–06, the ministry launched a curriculum renewal initiative with a focus on specifying the learning outcomes and indicators of achievement in all required areas of study for all students, from kindergarten to Grade 12, and with a goal of improving student achievement.

- Collaboration between francophone associations and the CEF was facilitated in order to establish new child-care services and to create early learning opportunities. As a result, the *Centre d'appui à la famille et à l'enfant* [children and family support centre] was established in Saskatoon in 2006–07.
- The University of Regina (U of R) and the *Institut français* [French institute] were able to ensure that postsecondary educational services in French were available to adults. The *Baccalauréat en éducation* program at the U of R offered teacher training in French, and grants were made available to students in this program for a year of study at *Université Laval*. The *Institut français* offered regular conferences and sociocultural activities, as well as French language development courses to adults, including summer immersion courses and a language certificate program.

HIGHLIGHTS OF ACHIEVEMENTS IN SECOND-LANGUAGE INSTRUCTION

Saskatchewan's achievements in second-language instruction, between 2005–06 and 2008–09, included the following outcomes supported by federal–provincial funding arrangements:

- Enrolment in 63 French-immersion schools reached 9,346 in 2008–09, an increase of approximately 8 per cent over four years. Enrolment in intensive French and in extended French also increased over the same time period.
- *Le Lien*, a resource centre with over 40,000 French cultural and teaching resources that are accessible to immersion and core-French schools and communities across the province, was able to loan over 6,000 resources and had over 4,000 memberships, an increase from previous years.
- Students in secondary immersion programs also have access to a variety of on-line courses. Small or geographically remote schools may not have qualified human resources to be able to offer all compulsory secondary immersion courses. 2005–06 saw the first two graduates to receive bilingual mention on their Grade 12 diplomas thanks to on-line courses. Web-based resources continued to be developed, and teachers had the opportunity to participate in training on how to maximize use of the on-line resource *Bibliobranchée*.

- Canadian Parents for French was able to offer a variety of opportunities for French second-language students to gather and to develop their language skills every year, including a public-speaking competition, a career fair, and summer camps.
- Grants facilitated access to many cultural presentations, including *Les bûcherons*, *Lise Mourais*, *Impro-performance*, and the annual heritage days, which highlight Saskatchewan's history and the history of francophones in the province. A variety of cultural workshops featuring art, music, and dance from various French cultural groups were well attended; artists worked with students to help them develop their own artistic skills.

To learn more about Saskatchewan's achievements in official languages in education, please consult the *Pan-Canadian Report on Official Languages in Education 2005-06 to 2008-09* on-line at www.cmec.ca.



Language learning takes place in a cultural context, in the classroom, or in an authentic situation. Participation in sociocultural activities reinforces language skills while making students more aware of French culture.



French second-language courses are offered in Whitehorse and in the regions, in 20 of Yukon's 28 schools.

Yukon

HIGHLIGHTS OF ACHIEVEMENTS IN MINORITY-LANGUAGE EDUCATION

Yukon's achievements in minority-language education, between 2005–06 and 2008–09, included the following outcomes supported by federal–territorial funding arrangements:

- The minority-language school of the *Commission scolaire francophone du Yukon* (CSFY), *École Émilie-Tremblay*, which welcomes students from kindergarten to Grade 12, experienced a marked increase in enrolment, from 110 students in 2005–06 to 158 in 2008–09.
- The CSFY introduced the program *Académie Parhélie* [sundog academy] for all secondary students in the French-language school system. With this art and outdoor program, the CSFY is hoping not only to retain students, but also to recruit new ones.
- The CSFY hired new specialist staff: an education advisor, a cultural facilitator, a teacher's aide, and a specialist educator.
- To meet its future needs, the territory's French-language school board, the CSFY, adopted strategies for promoting the teaching profession. In partnership with the *Association canadienne d'éducation de langue française* [Canadian association for French-language education] (ACELF) and the University of Sherbrooke in Quebec, the CSFY has instituted a student teacher exchange program. Eight trainees benefitted from this program.

- The French-language programs unit of the Department of Education awarded the French Studies Bursary to eight francophone students pursuing postsecondary studies in French.

HIGHLIGHTS OF ACHIEVEMENTS IN SECOND-LANGUAGE INSTRUCTION

Yukon's achievements in second-language instruction, between 2005–06 and 2008–09, included the following outcomes supported by federal–territorial funding arrangements:

- From 2005–06 to 2008–09, to meet growing demand, the Department of Education set up intensive and post-intensive French programs in two schools and assigned four teachers and two language assistants to these programs.
- The French immersion program was expanded considerably. The early immersion program in kindergarten became full-time, the late immersion program was put in place, and the immersion program as a whole benefitted from the production of new promotional brochures. More than 10 per cent of Yukon's students now participate in French immersion.
- In 2008–09, the Department of Education began a review of existing programs, led by a consulting firm. The resulting recommendations will inform French-as-a-second-language instruction in Yukon.
- Grants were awarded to teachers, enabling them to perfect their language and teaching skills in order to become better equipped to teach French as a second language. From 2005–06 to 2008–09, eight teachers received bursaries to pursue master's studies in education. 12 teachers received grants to take conversational French courses in Quebec.
- Schools received federal and territorial funds to organize such sociocultural activities as cultural visits to Quebec, language exchanges with France, plays, musical shows, artistic creation workshops, improvisation leagues, exhibitions, and sports meetings, thus reinforcing language skills and increasing students' awareness of francophone culture.
- 53 bursaries were awarded by the department to postsecondary students pursuing studies in French.

To learn more about Yukon's achievements in official languages in education, please consult the *Pan-Canadian Report on Official Languages in Education 2005-06 to 2008-09* on-line at www.cmec.ca.





Glossary

Continuous (or continuing) immersion: The continuation at the secondary level of an early or late French immersion program. Usually, at least two or three subjects are taught in French each year.

Core French: A program in which FSL is taught as a subject for one period each day or several periods each week; also called basic French in Manitoba and FSL in Alberta.

Early French immersion: An elementary-level immersion program beginning in kindergarten or Grade 1.

Extended French: An FSL program designed to provide more exposure to French than in core French: French is the language of instruction for one or more subjects (e.g., social studies, physical education) in addition to core French.

French immersion: An FSL program in which French is the language of instruction for a more than half of the school day.

French second language/French as a second language (FSL): All programs designed to teach French to non-francophone students.

Intensive French: A core French program that provides students with a significant increase in instruction in French over a given period of time, during which the regular curriculum is condensed.

Late French immersion: An immersion program beginning in grade 6 or later, in which French is the language of instruction for at least 50 per cent of the school day.

Post-intensive French: A program for students who have completed intensive French that uses the same kind of learning activities and teaching strategies as those used in intensive French.

