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MEMORANDUM TO: Directors of Education of French-Language School Boards
Supervisory Officers of French-Language School Authorities
Supervisory Officer of Centre Jules-Léger
Supervisory Officers of French-Language School Boards
Student Success Leaders
Aménagement Linguistique Leaders
Principals and Vice-Principals

FROM: Dominic Giroux, Assistant Deputy Minister
French-Language Education and Educational Operations

DATE: June 25, 2008

SUBJECT: **2007/08 Achievements and 2008/09 Outlook for French-Language Education**

Since May 2007, French-Language Education and Educational Operations has supported both the Ministry of Education (EDU) and the Ministry of Training, Colleges and Universities (TCU).

2007/08 Year in Review

Remarkable progress was achieved in the past year, as illustrated by the following highlights:

- On August 29, TCU announced the construction of a new Collège Boréal campus in Timmins, adjacent to the École secondaire catholique Thériault. The new campus will help to better serve Grade 12 students in Northeastern Ontario who complete their secondary school studies in French in a proportion of 40 per cent. The Province and the federal government will respectively invest \$7.5 million and \$4 million in this project.
- The same day, the Education Quality and Accountability Office (EQAO) announced that the performance of French-language students has remained stable or has improved with respect to the eight assessments in Grade 3, Grade 6 and Grade 9 that were conducted in 2007, except in Grade 3 reading. Overall, the level of student achievement is higher and progress is greater among francophones.

- Last September, for the third year in a row, French-language schools witnessed growth in their student populations. During the same period, English-language schools experienced a decline of 35,000 students. French-language colleges and bilingual universities also noticed an increase in the number of students who register for a record number of French-language postsecondary programs.
- From September 27 to 29, Ontario hosted the 60th annual conference of the Association canadienne de l'éducation en langue française, whose theme was “La francophonie dans tous ses éclats : l'épanouissement de la diversité linguistique et culturelle.”
- In November and December 2007, the FLEPP Branch, through its regional community liaison officers, organized four regional forums. The goal of these forums was to create awareness among partners about the French-language education mandate, to identify priority projects in collaboration with school boards that would foster community development and allow each region to suggest possible opportunities for inter-sectorial and inter-ministerial collaboration to complete collective initiatives that support French-language education. More than 290 participated in the forums and their sector representation was as follows: 37 per cent from community organizations, 30 per cent from government agencies, 30 per cent from the educational sector and 3 per cent from the private sector.
- Last December 21, the revised Grades 1-8 Science and Technology curriculum policy document was published. More than 160 teachers received training.
- On January 17 and 18, 2008, during the provincial convention of secondary school principals held in Toronto, the Association des directions et directions adjointes des écoles franco-ontariennes (ADFO) and the ministry welcomed more than 160 participants. Under the theme of *S'informer et s'engager, c'est assurer la réussite* (information and engagement leads to success), participants shared best practices associated with student success.
- On February 27, TCU announced an injection of \$20 million in the expansion of York University's Glendon Campus, in partnership with Collège Boréal. This will allow both institutions to deliver new programs and common schedules on a modernized campus.
- From February 27-29, during a convention on numeracy entitled *La numératie, une tangente à prendre*, the ministry, in collaboration with the Association francophone de l'enseignement des mathématiques de l'Ontario (AFEMO), welcomed 325 participants from the elementary and secondary level. Several innovative learning strategies linked to a better understanding of numeracy were presented.
- On March 26, TFO officially inaugurated its new separate and modern offices at 21 College Street in Toronto. This transition was made possible through a \$15 million investment by the Ministry of Education.
- March 31 and April 1 marked a first – a meeting between leaders and officials of French-language school boards and colleges, bilingual universities, TFO, Centre franco-ontarien en ressources pédagogiques (CFORP), EDU and TCU. Ministers Milloy and Meilleur joined us for the occasion, as did the new Deputy Minister of Education, Steve Marshall. Opportunities for cooperation were identified, and a narrower group of participants will meet every three months to follow up on the suggested opportunities.

- On April 7, EDU announced that the French-Language Education and Educational Operations Division would be taking the lead for French-as-a-Second Language within EDU.
- From April 23 to 25, the third symposium on the Aménagement Linguistique Policy (ALP) was held under the theme “Des racines, des visages et des ailes.” The 10th anniversary of the creation of French-language school boards in Ontario was highlighted. The symposium also marked the start of phase 3 of ALP implementation. To intensify its implementation, 10 concrete actions were reviewed and they are outlined in this memorandum. Furthermore, the symposium included the launch of a teaching and leadership competency profile for staff of Ontario’s French-language schools. This profile is aligned with the ministry’s leadership and induction initiatives. It will support school boards in their recruitment and professional development efforts.
- From May 13 to 15, approximately 300 representatives of French-language school boards participated in a symposium on student engagement and differentiated instruction. The guide on the teacher-student relation entitled *Je m’engage, tu t’engages* was launched during this event.
- On May 28, EQAO informed the educational community that the success rate on the Grade 10 Ontario Secondary School Literacy Test (OSSLT) had remained stable both among francophones (83%) and among anglophones (84%).
- On June 9, Bill 55 was adopted unanimously by the Legislature, officially making TFO self-governing.
- Over the past school year, four guides for effective literacy and numeracy instruction from kindergarten to Grade 6 were published and distributed in schools.

Outlook

The ministry published the document *Reach Every Student: Energizing Ontario Education* (<http://www.edu.gov.on.ca/fre/document/energize/index.html>), which specifies the government’s plan for the next years. The ministry’s three core priorities remain the same:

1. High levels of student achievement;
2. Reduced gaps in student achievement;
3. Increased public confidence in publicly funded education.

Implementation of the recommendations put forward by the Permanent Task Force (PTF) on French-language education continues to exert a considerable influence on EDU actions. The 21 recommendations formulated by PTF were presented to the Minister, who approved them in their entirety. Implementation has already begun for the majority of these recommendations. The next meeting of the PTF is scheduled for early fall.

The year to come will be an important one for the Canada-Ontario agreement, as it will be the last year of the current agreement, which was for the period of 2005-06 to 2008-09. In addition to numerous projects that increase cultural identity, oral communication, recruitment and retention, the following highlights of this last year include the gathering of \$4 million by school boards to create new day care services across the province, as recommended by the PTF. We are already working on the negotiation of a new agreement. On June 19, 2008, the federal government launched through a press release its *Roadmap for Linguistic Duality in Canada 2008-2013: Acting for the Future*.

http://www.patrimoinecanadien.gc.ca/newsroom/index_e.cfm?fuseaction=displayDocument&DocIDCd=CJV080755

A number of you have expressed the need to limit new initiatives. As much as possible, we will limit the emergence of new directions and work jointly with you so that the major initiatives currently under way, including the implementation of ALP and Destination Réussite, will continue to bear fruit and foster student success.

The following includes a review of French-language education planning for the next school year, with a link to the three core priorities of the ministry. Specific links are provided between these three priorities and the three expected outcomes of ALP.

Also included are the 10 concrete actions associated with phase 3 of the implementation of ALP. A checkmark (✓) precedes each action.

Ministry - Core priority no. 1: Improve student achievement

ALP - Expect outcome no. 1: develop students' oral communication skills to maximize learning and identity-building; develop educators' capacity to work in a minority setting

The government's objective remains unchanged: 75 per cent of students in Grade 6 must attain the expected performance level in reading, writing and mathematics. Francophone girls have already reached the target in these three areas. The overall French-language student population has reached the target in mathematics.

In 2008-09, the efforts of the French-Language Education Policy and Programs Branch (FLEPPB) will be dedicated to oral communication, differentiated instruction, student engagement, sustaining quality curriculum, assessment and evaluation, resource production, availability of school textbooks and instruction.

- **Oral communication:** A training kit from the Council of Ministers of Education, Canada (CMEC) on oral communication and socioaffective, cognitive and metacognitive strategies in reading and writing has now been published. In Ontario, trainer training (FARE academic advisors and ALP officer for each school authority) took place from June 4 to 6. Regional training will take place in October and November 2008. In addition, within the framework of the 2008 summer institutes, at least one training workshop will cover the CMEC kit.
- **Differentiated instruction:** The implementation of phase 3 of the differentiated instruction initiative in Grades 7 through 10 will continue this year. A team will be set up to write differentiated learning unit models in French (Grades 7 through 10), Geography and History (Grades 7 through 10), Civics (Grade 10), Science (Grades 7 and 8), Business Studies (Grades 9 and 10), Mathematics (Grades 7 through 10) and Guidance (Grades 7 through 10). Beginning in September, within the framework of Destination Réussite, Grades 9 and 10 teaching staff at the three pilot secondary schools will be able to use the compendium of learning unit models to intensify the implementation of differentiated instruction in their classrooms. The Centre canadien de leadership en évaluation (CLÉ) will continue carrying out evaluation activities on the impacts of implementing differentiated instruction practices on Grade 9 and 10 students and teaching staff.
- **Student engagement:** A professional development day on the guide *Je m'engage, tu t'engages* will be offered in the regions, within the framework of the 2008 summer institutes, through FARE.

- **Sustaining quality curriculum:** EDU has established a curriculum review cycle spread over seven years (see Appendix A). While keeping the year originally planned for publishing revised curricula, the cycle offers an extra year for their mandatory implementation, thereby allowing teaching staff sufficient time to prepare adequately. The new procedure offers the possibility of benefiting from additional time to develop curriculum support resources, such as school textbooks. It should be noted that the implementation of the PTF's 32 recommendations with respect to environmental education is underway. EDU is currently working on the development of related policies and standards (see Appendix B). In addition, the Minister asked the Curriculum Council to take a look at the elementary curriculum. The Council could provide an opinion in this regard before the end of 2008. The Council may provide this advice by the end of 2008.
- **Assessment and evaluation:** A revision and consultation process is underway to update, consolidate, coordinate and clarify EDU policies for assessing, evaluating and reporting student achievement. The process was initiated at the provincial symposium held on January 8 and 9, with the introduction of a working document entitled *Growing Success – Assessment, Evaluation and Reporting: Improving Student Learning*. The goal of revision and consultations is to develop a policy paper, from kindergarten through Grade 12, which will be available in September 2009. Revision of the report card for Grades 1 through 8 and the report card for Grades 9 and 10 is incorporated in this process. In addition, EDU is in the process of producing a series of videos on best practices to support teachers in the classroom in the areas of teaching, learning, assessment and evaluation.
- **School textbooks:** The *Trillium List*, which list the textbooks approved by EDU, contains 150 French-language textbooks, including 77 at the elementary level and 73 at the secondary level. As the curriculum review cycle is different from the fixed five-year approval period for school textbooks contained on the *Trillium List*, EDU is in the process of harmonizing them to ensure that they continue to support at least 85 per cent of the revised curriculum expectations and that they are relevant.

For the development, adaptation or translation of school textbooks and corresponding teaching guides, 16 projects are underway (expected to be completed by beginning of school – 2009) to support the following courses: Business Studies, Canadian and World Studies, Mathematics and Guidance and Career Education. These projects will ensure a reflection of the French Ontario context, as well as the relevant language expectations in the textbooks.

- **Educational resources:** French-language elementary and secondary schools also have access to the Ontario Educational Resource Bank (OERB), with over 2,000 digitized resources in French meeting the curriculum expectations for kindergarten through Grade 12. The resources for secondary schools are fragmented, thereby allowing the teacher to use them when delivering a course, as a support to learning or for the credit recovery program.

Other resources that will be published include:

- A new magazine designed for students from kindergarten to Grade 2 will be distributed in schools in late November or early December 2008 (title forthcoming);
- *Mon Mag à moi (series 3A and 3B)* – magazine for students in Grades 3 through 6, currently in press;
- *Quad9 (series 7A and 7B)* – magazine for students in Grades 7 through 10, currently in press;
- Reading cards, Grades 7 to 12 – for increasing students' enjoyment of reading.

One of the 10 actions on which attention will be focused over the next two years in implementing ALP will be the production of resources for incorporating cultural elements into the curriculum and instructional practice.

Ministry - Core priority no. 2: Reduce gaps in student achievement

ALP - Expect outcome no. 2: develop educators' capacity to work in a minority setting in order to support learning and the identity building of each student

- ✓ Another one of the 10 actions on which attention will be focused over the next two years in implementing ALP will be the use of the teaching and leadership profile for staff in French-language schools in Ontario. To ensure the superior quality of instruction in a minority setting, training and professional development initiatives will be based on the competencies outlined in the profile. Since each student's academic success is closely linked to the competencies of teaching staff, we will also continue expanding the part-time Bachelor's program to address the shortage of French-language teachers, particularly in the south of the province.

Appendix C provides a calendar of EDU's key training activities led by the FLEPP Branch. These activities are part of the professional learning calendar of activities, which is posted at the following Internet address: <http://cal2.edu.gov.on.ca/indexe.html>.

Some of the gaps that must be overcome in French-language schools include:

- gaps across schools and across boards;
- results of French-language students in Grade 3 reading and Grade 3 mathematics compared to English-language students;
- performance among boys, particularly in reading;
- performance among ALF students;
- performance of exceptional students;
- performance in science;
- performance at the secondary level.

More detailed information is provided on the five last gaps mentioned above.

- **Literacy among boys:** The gap in achievement between boys and girls is in the process of subsiding in Grade 3 and Grade 6 mathematics and Grade 9 academic mathematics, but the challenge remains in literacy. Toward the goal of building capacity and so as to continue what was begun in the fall of 2007, two days of training on literacy among boys are planned this fall in the three regions of the province. Resources that are likely to be of interest to boys will be presented and possible approaches will be suggested, followed by monthly coaching in the participating schools by academic advisors.
- **ALF:** Grade 3 reading results continue to be poor. A province-wide visit of several French-language school boards confirmed the importance of Actualisation linguistique en français (ALF) programs beyond kindergarten and Grade 1, based on student needs. These programs must be offered on an ongoing basis, even as far as secondary school, in order to improve students' language skills and, likewise, their learning.

- **Exceptional students - Centre Jules-Léger:** The Centre Jules-Léger is pursuing its research mandate in partnership with universities in the area of hearing loss, blindness, deaf-blindness and severe learning disabilities. CJL has also offered, to the 12 school boards, opportunities for awareness sessions on the mobility and guidance needs of blind or low-vision students. In the fall, CJL will be distributing among school boards a directory of training sessions relating to the deaf, blind and deaf-blind. The CJL administrative team is reviewing its service practices with school boards. Performance indicators have been developed for the provincial school, the school that applies as well as the CJL itself. These indicators have been shared with the CJL's orientation board and will be shared with the school boards once completed.
- **Science:** On December 4, EQAO released the results of the 2006 Program for International Student Assessment (PISA). In science, the major focus of PISA 2006, Ontario students performed at the Canadian average; only students in Finland and Hong Kong-China had better overall science achievement than those in Canada. The average score of Ontario students in science has increased significantly since 2000. This represents the largest gain by any Canadian province. PISA results show, however, that minority-language students tend to perform less well than majority-language students.

As a result, the Service d'apprentissage médiatisé franco-ontarien (SAMFO) will work on creating media capsules in Science and Technology, in Grades 7 and 8, that can be used for the differentiated planning of teaching and learning strategies. Over the course of the coming year, SAMFO will also create capsules for Grade 9 and 10 teachers.

- **Performance at the secondary level:** Although graduation and credit accrual rates at the secondary level are higher in French-language schools, the results of the EQAO evaluations in Grade 9 academic et applied mathematics and in the Grade 10 OSSLT are not. In addition, the Pan-Canadian Assessment Program administered in 2007 among 13-year-old students showed that French-language students performed lower than the Canadian average in reading, mathematics and science. The results of students in Grade 9 and 10 applied mathematics continue to be a cause for concern and deserve special attention by the Ministry and school boards.

The target of the government remains the same: by 2010-11, 85 per cent of high school students must acquire the OSSD over a maximum period of five years. In order to support this target, Destination réussite – a unique initiative aimed at French-language schools – will continue next year.

Part 1 of Destination réussite focuses on the development of new learning experiences for students, particularly those in Grade 11 and Grade 12. These efforts are in addition to the School/College/Work Initiative (SCWI) and Dual Credit program.

Part 2 of Destination réussite focuses on targeted interventions in certain schools, particularly from Grade 7 to Grade 10, and are in addition to efforts made with respect to literacy and numeracy.

- **Destination réussite – Part 1:** For a second year, in 2007/08, the three regional development teams, each comprised of a resource person from the secondary level and a post-secondary resource person, continued with their support of French-language school boards to broaden learning options for students and increase the capacity of school boards to implement the various initiatives of the student success strategy. In this regard, the initiative saw considerable progress:
 - 93 dual credit courses;
 - 74 Specialist High Skills Major projects;

- over 7,000 credits in cooperative education will be awarded to French-language students;
- 50 industry certifications and over 4,000 certified students, and
- 20 signed secondary/post-secondary agreements.

For 2008/09, the three regional teams will continue to support the implementation of Specialist High Skills Major projects and dual credit programs through regional working meetings and sessions. Secondary/post-secondary linkages are taking shape with the signing of protocols for collaboration province-wide. In 2008/09, these protocols will facilitate a number of agreements providing access to a wider variety of study programs and options for students in French-language schools, thereby supporting student success.

Directories of certifications available in French have been prepared for the purpose of providing equitable access to specialized instruction for French-language students. This instruction will allow students to complete Specialist High Skills Major requirements, enrich their workplace experience and increase their access to post-secondary destinations.

The CFORP website now contains a “Destination Réussite, Volet 1” tab, linking users to information relevant to each region, the regional structure and the training offered in the various areas supporting the initiative. In 2008/09, the tool will serve even more as a resource for school boards.

- **School/College/Work Initiative (SCWI) and Dual Credit:** In 2007/08, three regional French-language planning teams received \$2.5 million under SCWI, of which \$500,000 came from Destination Réussite, Part 1, for various liaison activities with colleges and for dual credit projects. A total of 45 dual credit projects are now being implemented province-wide: 10 in Northern Ontario, 26 in Eastern Ontario and 9 in Central-Southwestern Ontario.
- For 2008/09, the three regional French-language planning teams intend to organize 14 regional forums and 35 liaison activities to promote college education among students in Grades 7 to 12. Approximately 900 Grade 11 and 12 students – that is 20 per cent of students participating across the province - will be able to choose from among 37 dual credit programs in French (93 courses) for accrual of secondary and post-secondary credits.
- Once again, in 2008/09, a member of the teaching staff will be responsible for providing support to students enrolled in dual credit courses offered by the college. Staffing will come from Grants for Student Needs rather than additional SCWI funding.
- **Destination réussite – Part 2:** This year, 34 French-language secondary schools are participating in this continuous improvement initiative. In addition to tailored coaching in each of the schools, school principals and teachers receive regional and provincial training to help them implement monitoring and teaching strategies for increasing the success rate among students. The project will continue during the upcoming school year and new tools under development will be shared with the school boards.

Ministry - Core priority no. 3: Increase public confidence in the school system

ALP - Expect outcome no. 3: increase student recruitment and retention to contribute to the vitality of Ontario's French-language schools and communities

Eight of the 10 actions on which attention will be focused over the next two years in implementing ALP will be:

- ✓ Optimal use of the accountability framework as a tool for continuous improvement of French-language education.
 - The accountability framework for French-language education and the scorecards distributed to school boards are valid tools for ensuring that the actions of school boards are aligned with those of EDU, while following the evolution of our collective advances. We are continuing to develop the necessary evaluation tools for ensuring accountability with regard to each of the indicators comprising the accountability framework. In the coming years, we will review the accountability framework with a view to optimizing its relevance and use.
- ✓ Rigorous accountability to ensure the optimal use of resources for achieving the outcomes targeted by ALP.
 - The recruitment of 200 new teachers, which had been funded by EDU since 2005-2006, to increase the number of unique course offerings in secondary schools remains a priority as this initiative will contribute to increase the retention rate of students in French-language schools. We will focus on the support and role of the ALP and PARÉ leaders, of whom the positions were specifically funded for the implementation of these priority initiatives. The school boards should continue to make linkages between the implementation of ALP and their investment strategy for their share of the \$146 million invested by EDU for French-language education.
- ✓ Introduction of admission measures making French-language schools more accessible and inclusive, thereby increasing the recruitment rate.
 - The Minister is currently reviewing a recommendation of the PTF on this topic.
- ✓ Implementation of a policy and guidelines applicable to intake, coaching and reporting in French-language schools for increasing the retention rate.
 - In line with the PTF recommendations, EDU consulted school boards and organizations representing racial minorities and ethnocultural francophones. Parents will be consulted shortly. Similar to what is advocated by the *English Language Learners (ELL)* policy in English-language schools, our goal is to provide students in French-language schools with an inclusive and welcoming learning environment where each and every student can succeed.
- ✓ Implementation of a provincial campaign to promote French-language education.
 - The promotion campaign, planned in conjunction with CFORP, will take off in the coming months when a marketing firm is hired to begin developing a promotion and outreach strategy for the target audience and the public in general. Our goal is to welcome newcomers, as well as to bring back to our schools the 30,000 or so right holders who are still no-shows among the 120,000 school-aged children whose parents have a right to French-language education.
- ✓ Implementation of innovative programs and services such as e-learning and secondary/ post-secondary articulation.
 - *E-learning:* In 2007/08, a total of 38 on-line courses was offered to students from 71 French-language secondary schools – almost twice as many compared with the previous year. The number of courses offered in French will increase from 38 to 49 next

year. EDU is targeting the accrual of over 1,000 credits in 2008-09. Every student enrolled in an on-line course receives instruction and mentoring by a qualified teacher on-line specializing in his/her field. For French-language secondary schools, this represents an effective strategy to increase the number of unique courses being offered.

- *Study of gaps in regards to the post-secondary level and instruction in French:* The draft of this study, presented on April 1 to leaders of the elementary, secondary, post-secondary and training sectors, will serve to further develop performance indicators for the post-secondary and training sectors and possibly support the implementation of ALP within the postsecondary level and training programs.
- ✓ Implementation of an action plan to increase preschool daycare services in French-language elementary schools.
 - As recommended by PTF and in conjunction with CODELF, we are currently developing an implementation plan for increasing the number of French-language elementary schools with a preschool daycare service from 52 to 75 per cent. In real terms, this would mean the creation of 1,752 daycare spaces in 73 schools by 2011/12. This would represent the creation of 1,752 new daycare spaces in 73 schools by 2011-1012. A steering committee was established. School boards will have at their disposal the services of a provincial coordinator to support them in implementing this project. Understandably, this is a novel and original process that requires inter-ministerial collaboration and community partnering.
- ✓ Promotion of inter-sectoral partnerships to stimulate growth of the “espace francophone” or Francophone presence.
 - EDU’s support continues through its three community development officers.

Conclusion

We have in place the winning conditions for attaining the goals associated with the ministry’s three core priorities and the expected outcomes of ALP. By deploying our collective energies, we will ensure that the success enjoyed by the French-language education system thus far will generate even further advances, both in terms of the success achieved by every student and their sense of belonging to a dynamic culture, as well as in terms of the number of students who enrol in our schools and remain there for the long haul.

I wish to sincerely thank you for your dedication to the achievement of our goals.

If you require any additional information, please do not hesitate to contact the director of the French-Language Education Policy and Programs Branch, Ginette Plourde at 416-325-9072 or at ginette.plourde@ontario.ca.

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