

Yukon French Second-Language Implementation Plan 2016-17 to 2020-2021

LEVEL	Primary and secondary		
OUTCOMES DOMAIN	1. Student participation		
Performance indicators		Performance targets	
Number of students enrolled in both French Core and Immersion programs.	Maintain at 1200 (2015–2016) the number of students taking Core French in grades 5 to 8.		
Retention rate of students in second language learning programs.	Maintain a 75% retention rate of students taking Core French in grades 5 to 8.		
	Maintain at 684 (2015–2016) the total number of students enrolled in French immersion.		
	Maintain at 214 (2015–2016) the number of French immersion students in grades 8 to 12.		
Planned initiative			
Initiative 1.1 FSL program support	Provision of appropriate resources to enable the Department of Education to provide Information regarding FSL programs and support to core and immersion programs.		
	Action 1.1.1	Year 1	Maintain the office structure for an effective delivery of programs and respond to stakeholders expectations.
	Action 1.1.2	Year 1	Implement an on-going review process for FSL programs and provide logistics for working groups meetings.
	Action 1.1.3	Year 1	Establish a sub-committee to identify language acquisition guidelines that includes English instruction in French Immersion, time and intensity in Intensive French, a staffing formula that addresses the bilingual nature of French Immersion education and provision of bilingual services in Intensive and Immersion schools. These guidelines will provide a basis for decision-making.
	Action 1.1.4	Year 1	Collaborate with administrators to increase awareness and understanding of the intercultural competency as part of the school environment.
	Action 1.1.5	Year 1	Maintain language pedagogy collaboration with FNPP.
	Action 1.1.6	Year 2-3	Revitalize reading resources and IT tools.
	Action 1.1.7	Year 2-3	Adopt a language policy based on guidelines.
	Action 1.1.8	Year 2-3	Develop FSL programming that addresses the specific staffing and program needs of rural communities.

	<i>Other Action</i>		<i>Organize and share historical demographic data about participation rates and graduation numbers in FSL programs by school and territory wide; conduct and track exit information when students leave a program and as they graduate.</i>
Initiative 1.2 – Communication strategy	Develop appropriate promotional material in a variety of forms for parent and community information e.g. website, brochures, local advertisements, power-points, parent information sessions. This is to enable better parent decision making for their children's French education.		
	Action 1.2.1	Year 1	Develop and implement a communication strategy to promote parent and student understanding of FSL program options and outcomes.
	Action 1.2.2	Year 1	Produce promotional material for various media, including print and online.
	Action 1.2.3	Year 1	Provide correlation between various assessment tools to facilitate common language while communicating outcomes to stakeholders.
Initiative 1.3 – Retention	Develop an incentive program to encourage students to complete French programs up to grade 12.		
	Action 1.3.1	Year 1	Implement the Yukon French cultural passport.
	Action 1.3.2	Year 1	Recognize student successes in local French newspaper, l'Aurore boréale, to celebrate French language acquisition and achievements.
	Action 1.3.3	Year 1	Implement initiatives such as the diplôme d'études en langue française (DELF) to recognize student achievements throughout their learning and proficiency at graduation.
	Action 1.3.4	Year 2-3	Develop a mentorship program for students.
	Action 1.3.5	Year 2-3	Identify online French-language acquisition programs that are interactive and intercultural, and provide training/support for these programs.
LEVEL	Primary and secondary		
OUTCOMES DOMAIN	2. Provision of programs		
Performance indicator	Performance target		
Number of schools offering Core French programs.	Maintain the number of schools offering Core French programming at 17 (2015–2016).		
Number of schools offering Intensive French programming.	Increase the number of schools offering French Intensive programming from 5 (2015–2016) to 8 of the 22 schools.		
Number of <i>grade-levels</i> in French Immersion.	Maintain French Immersion programs for K to Grade 12 students.		
Number of innovative programs and teaching approaches.	Increase from 3 (2015-16) to 4 the number of innovative programs and teaching approaches (for example experiential courses).		
Number of program evaluations	Maintain the number of evidence and research based evaluations on second-language instruction and learning at 6.		

Planned initiatives			
Initiative 2.1 – Core French Programs	Ensure the FSL Programs Implementation Plan by maintaining and enhancing the Core French programs from grades 5 to 8, for example by providing curriculum development and 27 teaching staff members, as well as developing and purchasing teaching/learning materials and software programs in French.		
	Action 2.1.1	Year 1	Provide adequate staff for Core French Programs.
	Action 2.1.2	Year 1	Provide adequate resources for innovation and programming in Core French Programs to support curriculum redesign.
	Action 2.1.3	Year 1	Support schools with optional K-3 Core French Programming by providing resources and PD opportunities.
	<i>Other Action</i>		<i>Offer a French awareness program to K-3 in school with no Core Program at these levels.</i>
	<i>Other Action</i>		<i>That in Grades 9 to 12, Core French be revitalized based on a thematic, interdisciplinary, project-based approach with appropriate, rich reading materials and digital access, and that Core French students be afforded opportunities to take content-based courses to further intensify their French experiences.</i>
Initiative 2.2 – French Immersion programs	Ensure the FSL Programs Implementation Plan by maintaining and enriching the French Immersion programs from K to Grade 12, for example by providing curriculum development and 41 teaching staff members, as well as developing and purchasing teaching/learning materials and software programs in French.		
	Action 2.2.1	Year 1	Provide adequate staff for French Immersion Programs.
	Action 2.2.3	Year 1	Provide adequate resources for innovation and programming in French Immersion Programs to support curriculum redesign.
	Action 2.2.3	Year 1	Ensure that specialized services (such as library services) are provided in English and French in schools with French immersion programs and that bilingual administrative staff is available.
	Action 2.2.4	Year 1-3	Develop a process for the placement of new programs based on input from the community and adjudicated by the Department to consider demographics, future space, equity of access and other planning considerations.
Initiative 2.3 – Enriched FSL programs	Ensure the FSL Programs Implementation Plan by increasing the quality and number of alternative FSL programs at the grades 4 to 12, for example Intensive and Post-intensive French, Late Immersion, experiential, graduation programs and online Core French interactive courses that would be made available for all students enrolled in a daytime school and living in rural communities.		
	Action 2.3.1	Year 1	Provide adequate staff and resources for Intensive and Post-Intensive Programs.
	Action 2.3.2	Year 1	Provide adequate resources for innovation and programming in Intensive and Post-Intensive Programs to support curriculum redesign.
	Action 2.3.3	Year 1	Enhance Late Immersion programming according to identified needs and provide adequate staff and resources.

	Action 2.3.4	Year 1-3	Increase innovative programs by 1.
	Action 2.3.5	Year 1-3	Establish a sub-committee on Coordinating French Programs Across High Schools that will explore (among other topics): <ul style="list-style-type: none"> • Late-entry options (such as <i>Beginner French at Grade 10</i>) • Work experience/Job shadowing in French • Alignment of high-school schedules • Recognition for extra credits • REM session in French • Offer a pilot program of a French-language alternative program like “MAD” or ES. • Enriched French programs at grade 8 • French Immersion Planning 10
	Action 2.3.6	Year 1	Develop short units supporting experiential learning on the land.
	Action 2.3.7	Year 2-3	Infuse the various units with technology.
	Action 2.3.8	Year 2-3	Encourage that specialized services (such as library services) are provided in English and French in schools with Intensive French programming.
	Action 2.3.9	Year 2-3	Provide resources and facilitate online access for French language acquisition in rural communities.
	Action 2.3.10	Year 4-5	Produce Yukon First Nation and Francophonie modules in French.
	<i>Other Action</i>		<i>Revitalize the content of the Post-Intensive units, “personalize” content and enhance learning with more exciting reading materials.</i>

LEVEL	Primary and secondary
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OUTCOMES DOMAIN	3. Student performance
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Performance indicator	Performance target
Proportion of French Immersion and Intensive French students assessed and achieving the desired language proficiency.	Increase to 80% (e.g. 20 students in a class of 25) the proportion of students reaching the desired language proficiency level at the selected grade for assessment.
Number of language proficiency assessments of elementary and secondary student cohorts.	Increase over 5 years the number of classes assessed from 1 (2015–2016) to a total of 30 in French Immersion and from 18 (2013–2014) to 36 in Intensive French. Increase the number of formal language-proficiency assessments at elementary and secondary levels from 3 (2015–2016) to 4 in Intensive and Post-Intensive French, and from 1 to 4 in French Immersion.

Planned initiative

Initiative 3.1 – Proficiency-level assessment tools and standards	Develop and adapt appropriate assessment tools to measure language-proficiency levels for each FSL program at various grade levels (e.g. grades 4, 7, 10 and 12) and compare students' results at the end of elementary and secondary school (BC and Yukon tests) with the desired language-proficiency scale established. Core French will continue to be assessed using BC curriculum guidelines.		
	Action 3.1.1	Year 1	Strike a sub-committee to establish benchmarks and related assessments.
	Action 3.1.2	Year 1	Establish French language benchmarks at grade 12.
	Action 3.1.3	Year 1	Implement rubrics for written assessment.
	Action 3.1.4	Year 4-5	Establish an external organization to conduct training for and assessment of Language Proficiency of educators and students.
Initiative 3.2 – Assessment of students	Conduct student language proficiency assessments delivered by expert language teams.		
	Action 3.2.1	Year 1	Implement the Assessment matrix.
	Action 3.2.3	Year 2-3	Implement assessment tools throughout learning (can-do statements, student passports) and encourage the use of the can-do statements in self-assessment.
	Action 3.2.4	Year 4-5	Provide support material on the CEFR and digital portfolios.
Initiative 3.3 – Support for school inclusion	Provide French Learning Assistance time for K to Grade 12 students with an emphasis on literacy support for primary students in Immersion.		
	Action 3.3.1	Year 1	Provide Learning Assistance and support for French Immersion at the elementary level.
	Action 3.3.2	Year 1	Provide Learning Assistance and support for French Immersion at the secondary level.
	Action 3.3.3	Year 1	Encourage Learning Assistance and support for Intensive and Post-Intensive French at the elementary and secondary level.
	Action 3.3.4	Year 2-3	Implement a strategy for early literacy intervention in K/Gr1 for French Immersion students based on research.
	Action 3.2.5	Year 1-3	Identify and support school leader educators to implement FN perspectives in FSL programs.
	Action 3.3.6	Year 2-3	Encourage Learning Assistant teachers to gain certification in Special Education.
	Action 3.3.7	Year 2-3	Develop a strategy for late entry in Intensive French schools.
LEVEL	Primary and secondary		
OUTCOMES DOMAIN	4. Enriched school environment		
Performance indicators	Performance targets		
Number of schools providing French cultural program and extracurricular activities in French.	Maintain the number of schools who have a French cultural program and extracurricular activities in French at 28 (2015–2016).		
Number of Odyssey language assistants per year.	Maintain at 10 (2015–2016) the number of language assistants from the		

Planned initiatives

initiative 4.1 Cultural enrichment of school environment	Plan and coordinate cultural activities with community organizations for example Tire Sainte-Catherine, Cabane à sucre, Chante-la ta chanson, Secondaire en spectacle, Quest fest, drama and music productions, Artist community tour, Festival du film, French Immersion week, etc.		
	Action 4.1.1	Year 1	Continue providing French cultural activities to all 28 schools in Yukon.
	Action 4.1.2	Year 1	Maintain sharing cultural experiences with the various linguistic groups in Yukon.
	Action 4.1.3	Year 2-3	Develop a framework for promoting a bilingual identity among FSL learners.
Initiative 4.2 – French-language experience	Provide opportunities for high school students to participate in summer programs, credited courses (CMEC Explore Program), and provide curriculum based field trip opportunities for elementary students.		
	Action 4.2.1	Year 1	Provide opportunities for students to participate in, such as <ul style="list-style-type: none"> • summer programs • credited courses • curriculum based field trip opportunities
initiative 4.3 – CMEC language assistants (Odyssey)	A- Provide financial and logistical assistance for nine language assistants from the CMEC Odyssey Program whose roles will each consist mostly of preparing activities in the participating schools that reflect everyday communication situations to help students improve their language skills while experiencing relevant situations in French, either along with the teacher in the classroom, or with a small group of students in a separate room; organize promotional campaigns annually in Yukon for Official Languages Programs across Yukon.		
	Action 4.3.1	Year 1	Maintain support for the French Monitor Program in order for all 28 schools in Yukon to benefit from the program.
	Action 4.3.2	Year 1	Provide support that meets the unique needs of each rural community.
	B- Transfer funding for three additional language assistants from the CMEC Odyssey Program.		
	Action 4.3.3	Year 1	Submit request for 3 additional French Monitor Program in order for all 28 schools in Yukon to benefit from the program.

LEVEL	Primary and secondary	
OUTCOMES DOMAIN	5.Support for educational staff and research	
Performance indicators	Performance targets	
Number of professional development activities offered to teachers per year.	Maintain at 6 (2015–2016) the number of annual professional development activities.	
Number of Yukon trainers and evaluators for linguistic proficiency assessments.	Maintain the number of Yukon trainers for linguistic proficiency assessments at 3 (2015-2016), and of evaluators at 15 (2015-16), in order to build Yukon teacher capacity.	

Number of teacher training sessions provided in pre-intensive, intensive and post-intensive and immersion programs per year.	Maintain 5 (2015–2016) annual teacher training sessions provided in pre-intensive, intensive and post-intensive and immersion programs.		
Planned initiative			
Initiative 5.1 – Professional Development	Keep teachers and other school personnel current on regular FSL curricular updates, program innovations and relevant information through workshops, work sessions, relevant documentation when/as needed. Provide ongoing training opportunities for teachers through partnerships with governmental and non-governmental agencies such as Canadian Association of Second-Language Teachers (CASLT), Canadian Association of Immersion Teachers (CAIT); Canadian Parents for French (CPF) and AFY.		
	Action 5.1.1	Year 1	Provide teachers with PD opportunities.
	Action 5.1.2	Year 1	Create learning networks for teachers to research best practices and enhance programming across schools, programs and grade levels,
	Action 5.1.3	Year 1	Provide competency-based (oral comp, reading comp, writing, etc.) workshops or material (books, articles, websites) where content is available for teachers to work on and learn from.
	Action 5.1.4	Year 1	Provide workshops on formative assessment practice such as co-constructing criteria and student self-assessment.
	Action 5.1.5	Year 1-3	Facilitate the teaching of learning outcomes across programs such as Intensive French and English Language Art learning.
	Action 5.1.6	Year 2-3	Partner with YTA on the existing mentorship program for FSL teachers
Initiative 5.2– Teacher oral competency	Support the acquisition of oral competencies of teachers, through French community-based summer programs, as supported by the FSL Programs Implementation Plan.		
	Action 5.2.1	Year 1	Assess language proficiency of new candidates for immersion and intensive teaching positions.
	Action 5.2.2	Year 1	Provide financial support for attending summer programs.
Initiative 5.3 – Teacher capacity-building programs	Ensure in-Yukon training and expertise for teachers in instructional methods and assessment practices through recognized experts and professional trainees from national organizations such as CASLT and CAIT.		
	Action 5.3.1	Year 1	Train Early Immersion teachers on early literacy and cross-linguistic competencies.
	Action 5.3.2	Year 1	Encourage Early Immersion educators to gain additional training in early literacy.
	Action 5.3.3	Year 1	Offer training on Intensive French.
	Action 5.3.4	Year 2-3	Train Core French teachers in the Neurolinguistic approach along with classroom mentorship follow up.
LEVEL	Postsecondary		
OUTCOMES DOMAIN	6. Access to postsecondary education		

Performance indicator	Performance target	
Number of students enrolled in second-language programs	Maintain the number of students applying for postsecondary education in French at 5.	
Planned initiative		
Initiative 6.1 – Language Fellowship program for post-secondary education	Maintain the Bourses d'étude françaises program designed to help students study at the postsecondary level. The contribution varies between \$350 and \$1,200 based on the number of French courses students register for.	