



French Language Programs 2015-2016 activity report

**From
Yann Herry
Coordinator**

June 30, 2016

Table of Contents

Key Elements

Vision	1
Partners	2

Results for 2015-2016

1. Leadership and Vision	3
2. Programs and Programs Support	6
3. Review Process	10
4. Strategic Communications Plan	11
5. Intensive and Post-Intensive French	12

Key Elements

Vision

Vision for FSL

Given that French is an official language of Canada and an important international language of commerce and diplomacy, all Yukon students will have access to French second language (FSL) learning through French Immersion, Intensive and Post-Intensive French and Core French programs.

Vision for French Immersion

Yukon Education’s French Immersion Program offers every student the opportunity to meet curriculum expectations successfully while developing the capacity to communicate effectively in both French and English.

This broadening of prospects is enriched with authentic French learning situations which engage students in their own learning and, which will lead toward becoming proud and active Francophiles.

Vision for Intensive French

Intensive French provides intensive French language learning education which leads to effective and meaningful communication in French.

Vision for Core French

Core French provides language learning education which promotes basic communication skills in French while fostering an understanding and appreciation of francophone cultures and language in Canada and throughout the world.

Staff

Director, Learning Support Services	Nicole Morgan
Coordinator, French Programs	Yann Herry
Bilingual Support Services Officer (Acting for Sylvie Painchaud)	Katherine Tiede
	Maxine White
FSL pedagogical consultant (Acting for Pascal St-Laurent)	Tamara Boiteau
French Immersion pedagogical consultant	Darcy Leblanc
French Cultural Partnership Officer	Danielle Bonneau
Bilingual Communication Officer	Vacant

Partners in Yukon

The department will work with principals, teachers, students, parents, school councils, community organizations, businesses and the general public to promote French language education in our schools and community. The contact person for the following organizations are:

Canadian Heritage Regional Program Officer	Céline Verret
Commission scolaire francophone du Yukon (CSFY)	
➤ Executive director	Marc Champagne
Association franco-yukonnaise (AFY)	
➤ Executive director	Isabelle Salesse
Canadian Parents for French (CPF)	
➤ President	Kristina Craig
L'Aurore Boréale	
➤ Director	Thibaut Rondel

Results for 2015-2016

1. Leadership and Vision

Status:

In November 2012, Yukon Education's Senior Management Team approved the *Yukon FSL Action Plan 2012-2016 Implementation*. This plan was established to implement the key recommendations of Yukon's comprehensive FSL program review.

- The Action Plan includes one vision for all the FSL programs with specific visions for Core French, one for Intensive French and one for French Immersion.
- The plan is to be implemented collaboratively with stakeholders.

Key results in the Leadership and Vision area in 2015-2016.

The department has achieved the following objectives in 2015-2016:

1. Commissioned a report on focus group sessions involving administrators, teachers, parents and students in all schools in the Whitehorse area with Core French, Intensive French and Immersion programs, for reflection and direction setting within the context of the current and future FSL Programs 4-year Action Plan (2012-2013 to 2015-2016). The focus group sessions were led by an external team, Drs. Cynthia Lewis and Robert Swansborough on October 19-22, 2015 and February 4, 2016.
2. Developed and conducted a survey of parents with the support and input of Canadian Parents for French on their knowledge of FSL programs and the factors influencing their decisions surrounding FSL education.
3. Maintained the FSL program review process through meetings of an advisory committee and a joint working group on French Immersion, Intensive Core French and Basic Core French.
4. Established three subcommittees on FSL program guidelines, on secondary programming and on Language policy benchmarks.
5. Developed FSL learning guidelines to support the development of a Yukon Language Education Policy.
6. Drafted the new Yukon FSL five year Implementation Plan 2016-2017 to 2020-2021.
7. Aligned the Yukon FSL Implementation plan with the *Canada-Yukon Agreement on Minority Language Education and Second Official Language Instruction* (Canada-Yukon Bilateral Agreement).
8. Managed the Canada-Yukon Bilateral Agreement with the Federal Government.
9. Implemented Diplôme d'études en langue française (DELF) with the University of Calgary. A1, B1 and B2 examination sessions were administered to 22 successful Yukon students in June 2016. Exam administrators were in particular impressed by the language proficiency results of Post-Intensive students. A DELF exam delivery plan and examiner training schedule for 2016-17 school year was developed.

10. Chaired CMEC's Pan-Canadian French as a Second Language and as a First Language Project Consortia. Projects were funded on student retention for FSL and on the relevance of existing resources in a digital environment for FFL. Mandate for the chair was extended for another 2 years to ensure continuity.
11. Represented Yukon on CMEC Official Language program (Odyssey, Explore and Destination Clic) committees.
12. Sat on the immigration subcommittee of the National tripartite committee on French First Language Education.
13. Represented the Department of Education at the AGMs of *l'Association franco-yukonnaise* (AFY), the *Commission scolaire francophone du Yukon* (CSFY), *Canadian Parents for French* (CPF) and the *Canadian Association of Second Language Teachers* (CASLT), Yukon being a member of CASLT National Council.
14. Expanded the French Immersion program through the kindergarten class at Selkirk Elementary School.
15. Celebrated in the 35th anniversary of the French Immersion program in Yukon during the French Immersion Week in February and the play *Le Petit Prince* in May.
16. Increased cooperation with the following organizations and associations:
 - CPF with educational and cultural events.
 - AFY and *École Émilie-Tremblay* (ÉÉT) through cultural programming.
 - *Canadian Association of Second Language Teachers* (CASLT). Yukon is sitting on the governing board. Pascal St-Laurent was acclaimed in replacement for Yann Herry.
 - *Association canadienne des professeurs d'immersion* (ACPI) for professional development and annual conference.
 - *L'Aurore boréale*, the Yukon Francophone paper, to celebrate student achievement.
 - New Brunswick Department of Education and consultants to offer training on assessment.
 - First Nations Programs and Partnerships unit through research sharing and training.
 - *Caravane des mots* on literacy project.
17. Provided funding support for the following:
 - A new pedagogical consultant position for English Language Learner (ELL) and French Immersion programs.
 - A Core and Intensive French program pedagogical consultant.
 - French language instruction support for Dawson City.
 - Cultural partnerships resource person.
 - Resources for FSL programs.
 - Summer oral proficiency programs for teachers (4 teachers in 2015-2016).
 - Institution and individual memberships to FSL organizations: CASLT and ACPI.
 - Subscription to the *Canadian Modern Language Review / Revue canadienne des langues vivantes*.
 - French cultural activities in all Yukon schools.
 - Author's visit to offer French literacy workshops: Nadine Poirier in May 2016.
 - French monitor program (*Odyssey*) for urban and rural communities.
 - French summer program for secondary school students (*Explore* and *Destination CLIC*).

- Travel assistance for students participating in the *Explore* program.
 - French post-secondary bursary program.
 - Support for schools with no FSL Programs.
 - Professional development on Neurolinguistic Approach.
 - CASLT and ACPI conferences.
18. Provided pedagogical support through professional development activities such as:
 - Training for oral assessment with David Macfarlane from New Brunswick in Feb. 2016.
 - Training for writing assessment with Lyne Montsion from New Brunswick in Nov. 2015.
 - Sending teachers to the ACPI Conference.
 - Undertaking discussions in relation to the Common European Framework Reference for Languages (CEFR).
 19. Provided a total of 11 French language monitors to serve all Yukon 28 schools (*Odyssey* Program).
 20. Delivered a French cultural experience initiative tailored to rural communities who do not offer FSL courses due to limited resources. One French language monitor is assigned to these communities.
 21. Organized two cultural tours for schools in Whitehorse and rural communities: *Will Stroet* (bilingual music for elementary students), and *Nadine and Sammy* (Cajun Music Duet).
 22. Offered *Destination Clic—French Enrichment Bursary Program*, a bursary program that enables young Francophones from official-language minority communities to improve their first-language skills through a five-week intensive summer course at an accredited post-secondary institution.
 23. Administered the *Explore — Second Language Summer Program* which enables young Canadians to improve their second official language through a five-week summer immersion course in an accredited post-secondary institution.
 24. Developed a profile of FSL teacher oral competencies in French Immersion.
 25. Provided statistics for FSL enrolment when requested by federal and national organizations.

Short-term Objectives

For 2016-17, Yukon Education has identified the following short-term objectives:

1. Implement the new Yukon FSL five year Implementation Plan 2016-17 to 2020-2021.
2. Improve communication and shared understanding with FSL program stakeholders.
3. Maintain the collaboration with the University of Calgary for the implementation of the Diplôme d'études en langue française (DELF).
4. Support the expansion of French Immersion program at Selkirk Elementary School.
5. Submit a schedule for French Programs professional development and review process at the beginning of the school year.
6. Provide professional development in the area of student assessment.
7. Provide professional development in second language pedagogy
8. Maintain a French cultural experience for all of Yukon's 28 schools.

9. Facilitate access to French language acquisition to students in rural communities.
10. Support the Yukon high school participation to 100th anniversary of battle of Vimy Ridge, France with a student exchange in April 2017.

Long-term Objectives

The department has identified the following long-term objectives:

1. Draft a Yukon Language Education Policy that will guide FSL curriculum delivery.
2. Implement guidelines for each FSL program to be offered: French Immersion, Core French, Intensive/Post-Intensive French.
3. Enhance FSL leadership model for school administration.

2. Programs and Programs Support

Status:

- Focus groups sessions and a parent survey established future directions for Yukon FSL programs. A five-year implementation plan was drafted and programs guidelines established.
- Nineteen of the 28 Yukon schools offer a FSL program.
- Assessment, training and in-servicing is the focus as well as balanced literacy.
- School French cultural activity plans were reviewed and implemented with an emphasis on connecting FSL students:
 - Across different grade levels.
 - With students from other schools.
 - With the Francophonie locally, nationally and internationally.

Key results in the Programs and Programs Support area in 2015-2016:

The department has achieved the following objectives in 2015-16:

1. Sent representatives to the BC Transforming Curriculum Initiative team on French Immersion and responded to input request for the BC Core French curriculum review in order to develop communicable learning expectations for each grade of each FSL program offered.
2. Implemented the FSL assessment matrix for FSL programs to collect evidence-based data.
3. Formed oral and written competency assessment teams for FSL programs.
4. Assessed new teachers in French Immersion for oral language proficiency.
5. Provided training for oral evaluation and certification for FSL teachers with David Macfarlane in February 2016.
6. Expanded the French Immersion kindergarten program to a second elementary school.
7. Provided support to the Basic Core French program on how to use Pre-Intensive French strategies (neurolinguistic approach).

8. Supported language acquisition with a rich cultural plan connecting schools with Francophone and bilingual community.
9. Maintained collaboration with the organization *French for the Future* to provide cultural and leadership sessions for high school students at local forums in schools, at the Territorial Francoconnexion session *Secondaire en Spectacle*, and at the National Ambassador Youth Forum.
10. Continued to deliver the all-elementary school event *Chante-la ta chanson* and the Yukon Francophonie Day celebration for FSL programs.
11. Introduced the cultural passport *Ma vie en français* to encourage students to keep track of and reflect on their experiences in French.
12. Translated the Grade 5 First Nations curriculum.

F.H. Collins has

- a. Established full-time bilingual learning assistance position.
- b. Hired an bilingual Library teacher and vice principal.
- c. Continued experiential programs in French: PASE, FACES, ENCORE

Student exchanges with France were organized at FH Collins, Vanier Catholic Secondary and Robert Service School.

Short-term Objectives

For 2016-17, the department has identified the following objectives:

1. Provide professional development in second language pedagogy and early literacy.
2. Address the retention issue in FSL programs.
3. Maintain participation in BC curriculum redesign initiative.
4. Implement guidelines and benchmarks for FSL programs.
5. Support high schools in strengthening French secondary programming.

Long-term Objectives

The department has identified the following long-term objectives:

1. Develop strategies to better integrate French students who come from different backgrounds into Grade 8 (i.e., Basic Core French, Intensive Core French, Late Immersion).
2. Initiate a study on the transition from elementary to high school and student drop-out rates.
3. Ensure consistency in the delivery of the Core French program across schools and grades.
4. Provide pedagogical support for teachers offering Core French from Kindergarten to Grade 3.
5. Offer a beginner Core Grade 10 French programs in schools, where sufficient demand exists.
6. Provide support to elementary Immersion schools for literacy programs in both French and English.

7. Provide professional development in FSL leadership for school administrators.
8. Develop strategies for coordinating the learning of language and cultures in Dawson City.
9. Introduce a Tr'ondek Hwech'in module for French classes in Dawson City.
10. Initiate forums for discussion and sharing of best practices in FSL teaching for rural teachers.
11. Encourage personnel with fluency in both French and English to transition to specialist positions in schools with French Immersion and Intensive and Post-Intensive French programs: e.g., librarian.
12. Establish a language portfolio model for the Yukon.
13. Establish a tutoring program and an after-school French activity program, if staff is available, at F.H. Collins.

3. Review Process

Status:

Working groups for Core French, Intensive French and French Immersion held joint meetings on February 16-17, and April 28, 2016 to:

- Provide input concerning professional development, assessment, cultural programming, and retention of students.
- Review and build upon the recommendations of the focus groups report on the future for French Programs (October 2015 and February 2016).
- Establish 3 sub-committees that met in spring 2016 on guidelines (April 11), secondary level programming (April 12) and benchmarks (April 13).
- Draft the new Yukon FSL five year Implementation Plan 2016-17 to 2020-2021.

Working groups reported to the FSL Advisory Committee on May 10, 2016. A new structure was proposed for the 2016-2017 school year:

- Sub-committees of the working group become the Working Groups.
- Current Working Group become the Advisory Committee.

Key results in the Review Process area in 2015-2016

The department has achieved the following objectives:

1. Met CPF on the *Canada-Yukon Agreement on Minority Language Education and Second Official Language Instruction*, FSL survey and programming at ÉWES.
2. Facilitated meetings for focus groups, FSL working groups and the Advisory Committee.
3. Surveyed parents of preschool and school-aged children to seek input on the future direction of French Second Language programs in Whitehorse schools.
4. Implemented a monitoring and assessment plan for data collection.
5. Assessed student performance in French.
6. Monitored the impact of FSL initiatives and changes on other programs.

Short-term Objectives

For 2016-17, the department has identified the following short-term objectives:

1. Maintain the above-noted initiatives.
2. Inform stakeholders on performance indicators for FSL programs.

4. Strategic Communications Plan

Status:

The 0.8 Bilingual Support Services Officer was extended to full time in October 2015

- To assist Communications with the responsibilities of a 0.2 Bilingual Communication Officer position.
- To manage the increase workload for translation in Education
- To assist the Department in minute-taking in meetings with CSFY

The 0.2 Bilingual Communication Officer responsibilities are to

- update the French programs page of the Yukon Education website,
- create a web page that includes current information on cultural activities, FSL research, and curriculum.
- produce a regular double-page spread for the French language newspaper, *l'Aurore boréale*, in order to value students accomplishments in French programs, to foster greater community ties and to respond to the request from FSL partners to provide authentic French-learning experiences.
- effectively communicate the key messages of Yukon Education from a French First and Second Programs perspective, and
- support the Communications unit with expertise and knowledge on the francophone community.

Key results in the Strategic Communications Plan area in 2015-2016

The department has achieved the following objectives:

1. Met with CPF for input on communication with stakeholders, information on programs.
2. Created two promotional videos on French Immersion with student and parent perspectives.
3. Supported schools with promoting and planning Immersion Week events.
4. Increased media coverage of French Programs events and issues through communication strategies
5. Established liaisons with FSL teachers and administrators through visits to schools, and by providing opportunities for FSL teachers and administrators to participate in the working groups and advisory committee.

6. Recognized student achievements in *L'Aurore boréale*, the Francophone paper.
7. Updated the French programs page of the Yukon Education website.
8. Held a joint kindergarten information night for French Immersion with Selkirk, ÉWES and Department staff.
9. Posted FSL programs events, achievement and community information at the Department.
10. Contributed to the annual (September) insert on French language education in *L'Aurore boréale*.
11. Responded to Francophone media interview requests and received diverse coverage of French programs in the press (including French Immersion Survey, Immersion expansion, *Chante-la ta Chanson*, *Secondaire en spectacle*, and Education Week).

Short-term Objectives

For 2016-17, the department has identified the following objectives:

1. Present the new Yukon FSL five year Implementation Plan 2016-17 to 2020-2021 and the monitoring report for Year Four of the Yukon FSL Implementation Plan 2012-2016.
2. Collaborate with Communications to carry out the new Yukon FSL five year Implementation Plan 2016-17 to 2020-2021.
3. Launch the *Francofun* webpage to inform parents and the public of cultural activities that support their children's experiences with the French language.
4. Produce two promotional videos on Intensive French, one that provides information on the program, and a second that highlights the results and deliverables of the program.

Long-term Objectives:

The department has identified the following long-term objectives:

1. Establish a discussion forum on the web for teachers.
2. Establish incentives and programs to recognize student achievement.
3. Promote projects with "la francophonie" theme, both national and international.
4. Establish a marketing plan to promote the FSL programs, to emphasize French as a national and world language, and to highlight the development of thinking skills and cultural understanding as well as study, exchange and job opportunities in French.

5. Intensive and Post-Intensive French

Status:

For the last two years, the Intensive French program continued to be offered at all schools with an established program. Teachers from Core French programs continue to be trained and mentored in the neurolinguistic approach to build capacity for program expansion.

Key results in the Intensive and Post-Intensive area in 2015-16

The department has achieved the following objectives in 2015-16:

1. Set up in-service sessions for French Immersion and Core French teachers.
2. Provided
 - Pre-Intensive, Intensive and Post-Intensive French support in Dawson City.
 - Direction in the delivery of the English component in the Intensive French program.
 - Support for the Yukon FSL pedagogical consultant to attend the CASLT AGM and workshops as well as the National Steering Committee for Intensive French on October 14, 2015.
 - Input on the Intensive French website as a member of the National Steering Committee on Intensive French.
 - Training to teachers for certification on administering oral evaluations to, led by David Macfarlane from New Brunswick in February 2016.
 - Writing assessment training with Lyne Montsion, NB, November 17-20.
 - Writing and oral language assessments in Intensive French.
 - In-service support for Core French teachers regarding Pre-Intensive French strategies.
 - Support for Post-Intensive teachers.
 - Intensive and Post-Intensive French Summer Institute in August 2015.
 - Collaboration in language acquisition strategies with First Nations programs and partnerships.
 - Resources for Pre-Intensive, Intensive, Post-Intensive French in Grades 4 to 11 and the new post intensive initiative at FH Collins in the Fall 2016
 - Neurolinguistic approach mentoring in the French Immersion program at Whitehorse Elementary School.
3. Contracted Claude Germain to analyze data in relation to national results.
4. Reviewed the feasibility of implementing Intensive and Post-Intensive French in more Yukon schools.
5. Assessed the oral and written French of Intensive French students.
6. Improved Intensive French delivery by training new teachers, providing direct support to teachers in the classroom such as feedback, co-teaching, and planning support, informing administrators and parents, purchasing resources, developing liaisons between elementary and secondary schools, and setting expectations for oral and written work in Intensive French and Pre-Intensive French.
7. Correlated the Intensive-Post-Intensive French program assessment grid with the Common European Framework of Reference.

Short-term Objectives

For 2016-17, the department has identified the following short-term objectives:

1. Encourage Whitehorse schools to use the Intensive French model for FSL programming.
2. Build Intensive French teacher capacity.
3. Provide resources for schools.
4. Provide Post-Intensive training and resources.

5. Coordinate the Pre-Intensive French program over time.
6. Review Post-Intensive units themes and resources.
7. Plan for on-the-land modules for post-Intensive

Long-term Objectives

The department has identified the following long-term objectives:

1. Expand the Intensive French program to all Whitehorse schools.
2. Build capacity for teachers to become trainers of trainees on oral language assessment with David Macfarlane from New Brunswick in February 2016.
3. Support the use of the neurolinguistic approach in the FSL courses in rural communities
4. Assess the impact at the secondary level of students coming from feeder schools with different FSL programs.
5. Provided in-service and mentoring for the intensive and post-intensive at Dawson City