

Yukon
FSL Action Plan 2012-2016
Implementation

Yukon
Department of Education
French Programs

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Introduction

The Yukon Department of Education (YDoE) recognizes the value of being fluent in Canada's two official languages and completed a thorough review of its French second language programs. The recommendations of this review have led to an implementation plan which will guide the efforts to:

- Promote French as a second language in elementary and secondary schools over the next five years
- Increase student enrolment in French second language programs, and
- Enhance language proficiency in French

This implementation plan for Yukon's French second language programs is based on:

- Findings and recommendations of a comprehensive review of French second language programs conducted by the Yukon Department of Education (Public Schools Branch) in 2009
- Follow-up meetings in 2010-11 with educators and other representatives to review the recommendations and to identify priorities for implementation, and
- Consultations held with educators and other representatives in February 2012

This implementation plan addresses the following topics:

- Rationale for Learning French
- French Second Language (FSL) Programs in the Yukon
- Characteristics of Successful FSL Programs
- Vision
- Mission
- Partners
- Outcome Challenge
- Progress Markers
- Planning and Review Strategies
- Incentive to Encourage French Second Language Learning

Rationale for Learning French

As Canada is an officially bilingual country, learning French will help Yukon students to:

- Develop practical communication skills in French
- Become bilingual in both English and French
- Understand and appreciate the people, culture and traditions of francophone regions of Canada and other francophone countries
- Appreciate other languages and cultures
- Understand their own language and culture
- Develop cognitive skills such as problem-solving, reasoning, creative-thinking skills, flexibility
- Develop a distinct advantage in many careers
- Enjoy a broader, more balanced curriculum
- Facilitate travel in francophone countries
- Study in French-speaking institutions in Canada and abroad
- Learn subject areas in French

Vision

Department of Education's Vision

The Department of Education's vision is for all Yukoners to possess:

- A desire for and appreciation of lifelong learning
- A strong commitment to their communities, and
- The knowledge and skills needed to live meaningful, productive, and rewarding lives

Overall Department of Education 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

The Yukon Education Department'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 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 culture and language in Canada and throughout the world.

French Second Language (FSL) Programs in the Yukon

The Yukon Department of Education will offer three types of FSL programs for Yukon's students:

- French Immersion
- Intensive French
- Core French

French Immersion

French Immersion will consist of two options: Early French Immersion and Late French Immersion.

Early French Immersion is a program in which French is taught as a subject and is used as the language of instruction to teach other subjects in French. The Early French Immersion program begins in Kindergarten and continues to Grade 12. In this program, French is the language of instruction for required subjects such as mathematics, science, social studies, physical education, health and selected complementary courses.

Early French Immersion students attend Whitehorse Elementary School for Kindergarten through Grade 7 and F. H. Collins Secondary School for Grades 8 through 12. The Early French Immersion program is open to all students in the Whitehorse area and busing is provided.

Late French immersion begins in Grade 6 and continues in Grade 7. In this program, French is the language of instruction for required subjects such as mathematics, science, social studies, physical education, health and selected complementary courses. Currently, all students who apply are accepted in the program. Students in the Late French Immersion program integrate with the Early French Immersion students in Grade 8.

By the end of Grade 12, French immersion students will be able to attain the B2 level of the *Common European Framework of Reference for Languages*. At this level, students are considered to be independent users of French and will be able to:

- Understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization
- Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party
- Produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options

Intensive-Post-Intensive French

Intensive French is a literacy-based, language arts approach to teaching French as a second language. It is incorporated into the school program for five months of the school year at the Grade 5 level. Intensive French uses interactive teaching strategies which enable students to develop fluency and accuracy in French. It is based on the use of French for authentic communication in the classroom and the development of literacy skills in French. Classroom activities are related to projects and there is a high degree of interaction between teacher and students, as well as among students.

The advantages of the Intensive-Post-Intensive French model are that students remain in their neighbourhood schools, complete the regular English curriculum, participate in 600 hours of French instruction, and enter high school speaking French.

The challenges in Intensive/Post-Intensive French include finding a sufficient number of trained, bilingual teachers and starting a new program within an existing school organization.

The following are the key features of the Intensive-Post-Intensive French model:

First Half of Grade 5 Year

- French is taught intensively in Grade 5 for about 4 hours a day or at least 75% of the school day for half the school year.
- Students participate in projects, plan activities, and speak, read and write in French.
- During this five-month Intensive French semester, some subjects are not taught to allow for needed instructional time in Intensive French.
- Some subjects such as mathematics, music and physical education are taught in English throughout Grade 5.

Second Half of Grade 5 Year

- In the second half of the Grade 5 year, students study a compacted version of the regular science, social studies, and language arts in English, plus one hour of French per day. A compacted curriculum means that all the subject matter learning outcomes will be maintained, but the number of resources used to achieve these goals will be reduced. The process learning outcomes can be met effectively during the Intensive French part.
- After the Intensive French term, all subjects are taught according to the recommended time allocations, with some adjustment in content curriculum outcomes as a result of the time dedicated to Intensive French.

Grades 6 to 12

- From Grades 6 to 12, students participate in Post-Intensive French along with the regular curriculum. Students continue to develop their French language skills.
- Post-Intensive French is offered for approximately 200 minutes per week.

Learning Activities

In both Intensive and Post-Intensive French, students:

- Learn French through language-based activities versus learning subjects, such as science and social studies in French
- Undertake activities and projects that promote oral interaction among students while developing reading and writing skills
- Experience literacy-based strategies which are used to teach English in the primary grades: e.g.,
 - Modeling listening, speaking, reading, viewing, writing and representing in an integrated fashion
 - Learning experiences revolving around a theme or a project that require authentic communication

The focus in Intensive French is first on speaking with fluency and accuracy supported by reading and writing. Students learn to read and write about topics that they can speak about easily and correctly.

SUMMARY

Entry level: Grade 5

September to January:

- Intensive French semester
- At least 75% Intensive French language instruction
- 20% instruction in English (Mathematics will be taught in English throughout the whole year.)

February to June:

- Compacted curriculum semester with instruction in English
- 20% (or 60 minutes per day) French instruction

After Grade 5

- Students continue with 60 minutes of French instruction per day in Grade 6 and in secondary school.

By the end of Grade 12, Post-Intensive students will be able to attain the B1 level of the *Common European Framework of Reference for Languages*. At this level, students are considered to be independent users of French and will be able to:

- Understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, ...
- Deal with most situations likely to arise while traveling in an area where the language is spoken
- Produce simple connected text on topics that are familiar or of personal interest
- Describe experiences and events, dreams, hopes and ambitions, and briefly give reasons and explanations for opinions and plans

Core French

Core French is a program in which the French language is taught as a subject to develop communication skills and cultural understanding. Core French generally begins in Grade 4 and continues to Grade 12. It is taught for approximately 150 minutes per week in periods of 30 to 40 minutes several times a week. Core French is intended to give children a basic experience in learning French.

Upon graduation in Grade 12, students in Core French will be able to attain at least the A2 level of the *Common European Framework of Reference for Languages*. At this level, students are considered to be basic users of French and will be able to:

- Understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, employment)
- Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters
- Describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need

Characteristics of Successful FSL Programs

In the Yukon, successful French second language programs (French immersion, Intensive/Post-Intensive French and Core French) demonstrate the following characteristics:

1. Positive Educational Authority Support

The Yukon Department of Education endorses the importance of learning French. The Department defines programming conditions (e.g., student eligibility, equitable access, instructional time), provides sufficient funding and hires competent teachers. The Department encourages career-long professional development and promotes the language programs.

2. Positive Principal Support

The school principal hires and assigns competent teachers and schedules sufficient time for the French second language programs. The principal plays a leadership role in the administration and promotion of the programs, allocates an appropriate budget and supports the teachers.

3. Competent, Enthusiastic Teachers

The teachers possess at least a B2 level of French if they are teaching Intensive–Post-Intensive French, at least a B1 level in Core French and at least a C1 level in French Immersion. The teachers are knowledgeable about second language acquisition and appropriate second language teaching and learning strategies. The teachers understand how to effectively integrate technology into their instruction. They teach effectively, providing a variety of interactive learning activities for students. They are competent in the content areas if they are teaching subjects other than French language arts, and participate in professional learning activities. The teachers create a positive, caring learning environment.

4. Positive Parent and Community Support

Parents understand and support the French second language programs and encourage their children to learn French. As well, the business community and the community at large support French second language learning as part of a world-class education. The teachers in the school support French second language learning.

5. Sufficient Instructional Time

Research and experience have shown that students' proficiency in the French language is highly proportional to the time devoted to instruction in French.

Early French Immersion programs provide at least 75% of the instructional time in the French language at the elementary school level, 60% of the instructional time in the French language at the middle school level and at least 50% of the instructional time in the French language at the senior high school level. Following these guidelines, students would receive over 7,000 hours of instruction from Grades 1 to 12.

In Late French Immersion (LFI), British Columbia, for example, recommends 100% in French in Grade 6 (year one) and 80% in Grade 7 (year 2). Manitoba suggests a range of

80%-50% instruction in French throughout the program. In Ontario, Ottawa-Carleton – offers 75% instruction in French in Grades 7 and 8 (years one and two).

In New Brunswick, LFI is offered in Grades 6, 7 and 8 for 70% of the instructional time, in Grades 9 and 10 for 50% of the instructional time or for 70% one year and 30% the following year. Nova Scotia and Newfoundland and Labrador recommend 70 to 75% in the first two grades in Late French Immersion. Prince Edward Island recommends 80% instruction in French in Grades 7 and 8 and 50% in Grade 9. In Alberta, most school districts offer LFI for at least 65% of the instructional time, instructing French language arts, mathematics, social studies and science in French. Teacher availability and parental views often determine the degree of intensity.

On the whole, at least 70% to 80% of the total instructional time should be provided in French in the first two years of the Late French Immersion program. Throughout the program, the minimum instructional time in French should be at least 50%.

In schools with Intensive French, French is taught intensively in Grade 5 for at least 75% of the school day for half the school year. In schools with Post-Intensive French, French is offered for approximately 200 minutes per week.

Research has shown that the most efficient way to learn French is to experience concentrated time with French. For example, a total of 60 hours concentrated into three weeks with four hours a day will produce higher results in language learning than with 60 hours spread over three months with one hour a day, even though the number of hours is the same.

Core French programs should provide between 150 and 200 minutes of instruction per week over 10 months.

6. Clear and relevant curricular expectations

The curricular expectations are easy to understand and help students to develop a meaningful level of language proficiency and cultural understanding in the target language. In immersion, students learn effectively a variety of required and optional courses through the medium of French.

7. Students engaged in interactive learning

Students learn the French language in situations that are as close as possible to real communication. They develop an understanding of the target language system and subsystems (phonological, syntactic, semantic and pragmatic) by using the French language in authentic contexts. They develop communication skills through games, skits, simulations and dramatizations. Students make contact with speakers of French through structured interviews, writing letters or e-mail messages and meeting people who speak French.

Students are motivated through age-appropriate, enjoyable learning activities, many involving pair- or small-group work. Most activities have a strong focus on communication and student interaction. The French language teachers use strategies that include opportunities for intensive and extensive practice.

French language students use information and communication technologies and other media to increase access to communication in the target language with both native and non-native speakers in Canada and in other countries.

8. Quality learning resources

Sufficient and appropriate classroom and library resources are available to support the French second language programs. Learning resources are appropriate for the students' interest and language level. Resources include dictionaries, novels, newspapers, magazines and books for personal interest, videos, cassettes, computer software, CD-ROMS, films, music, television programs and other technologies.

9. Well-articulated programs

Students experience a similar learning program at a given instructional level in schools across the Yukon. Program expectations, instructional time, instructional and assessment practices and learning resources are similar at each grade level.

Smooth and logical transitions occur between elementary and secondary school levels. Program expectations at the secondary school level build on knowledge and skills acquired at the elementary school level.

Elementary and secondary school language teachers and school administrators work together to develop programs which build on previous learning in the second language and content areas.

In both Immersion and Intensive French programs, the French language arts and English language arts teachers undertake joint planning to eliminate needless repetition of skills already taught in one language, to maximize the possibilities of language transfer and to reduce interferences between the two languages.

10. Inservice, Professional Learning

The teachers access a variety of second language inservice and professional learning activities. The teachers belong to a language education professional organization and subscribe to one or two professional journals dealing specifically with the teaching of French as a second language. School administrators encourage and support lifelong professional learning.

11. Communication, Promotion and Marketing

The school shares learning outcomes and program expectations with parents at conferences held at the beginning of the school year. The school invites parents of elementary school students to participate in language learning events. The school newsletter reports regularly on events and achievements in the target language program. The school provides new parents with a parent package of information about the French second language programs. The school has developed successful partnerships with families, the community, and business.

The Department of Education and schools promote the benefits of learning the French language and other second languages. The promotion highlights job opportunities, research results and study and exchange opportunities. The French second language programs are promoted through information packages for parents and students, open houses, information evenings, brochures, educational authority or school website, school displays, student clubs, Internet e-mail pals, field trips, student exchanges and posters. The French language is visible in the school through the use of signs, bulletin boards, displays, school concerts, extra-curricular activities and school announcements.

12. Student Access, Support and Recognition

The French second language programs are available to all students. Students who have special needs, including gifted and English language learning students, receive appropriate assistance. Students are recognized for their achievement through certificates, awards, bursaries and other incentives.

13. Assessment, Achievement and Certification

The school implements an assessment system that diagnoses needs at the entry point, provides feedback on progress and certifies achievement at the end of the program.

The school has a well-defined system for placing students in an appropriate level class. The school uses language portfolio assessment to help students record and reflect on their language learning. Students demonstrate a high level of achievement in language learning.

14. Suitable Facilities and Equipment

The school provides appropriate classroom space and equipment for language learning. Students have access to computers in the classroom as well as in a computer lab. Teachers have access to appropriate technology such as laptop computers.

15. Financial Support

Sufficient funds are available to purchase learning resources, student assessment materials and to fund professional learning needs, cultural activities and student and staff recognition.

Mission

The Yukon Department of Education will take action in five areas:

- Action 1: Leadership and Vision
- Action 2: Programs and Programs Support
- Action 3: Review Process
- Action 4: Strategic Communication Plan
- Action 5: Intensive and Post-Intensive French

1. Leadership and Vision

The Yukon Department of Education (YDoE) will play a proactive leadership role in FSL education based on the vision statement for FSL learning.

2. Programs and Programs Support

The YDoE will provide the appropriate curricular programs, learning resources and professional learning opportunities to support the following FSL programs:

- French Immersion
- Core French
- Intensive and Post-Intensive French

The unique needs of Dawson City and rural communities will be addressed.

3. Review Process

The YDoE will establish a review process to monitor and to evaluate progress in program implementation.

4. Strategic Communications Plan

The YDoE will develop a strategic communications plan for educators, parents, students and general public.

5. Intensive and Post-intensive French

The YDoE will develop a direction, structure and support for Intensive and Post-Intensive French.

Partners

The Department's FSL program will work most directly with principals and teachers. Other strategic partners include students, parents, school councils, community members, business and industry.

Outcome Challenges

The Outcome Challenges describe the expectations of the following partners:

- Department of Education
- Principals
- Teachers
- Students
- Parents

Department of Education

The Department of Education is expected to:

- Establish policies that support language learning
- Allocate sufficient funds for French second language learning
- Ensure that schools implement quality language programs
- Ensure that qualified staff are in place to provide instruction and support in each FSL program
- Ensure that the curriculum is taught
- Ensure that learning resources are allocated appropriately to support teaching and learning
- Establish clear measures of student achievement for the French second language programs
- Provide professional learning opportunities
- Develop, authorize and offer locally developed language programs based on local needs and territorial requirements
- Provide support to schools initiating educational exchanges, cultural activities and experiential projects
- Support FSL study opportunities for students and teachers
- Sponsor French language monitors
- Offer alternative delivery, such as online, virtual school or correspondence courses
- Maintain communications with stakeholders interested in French language programs

Teachers

French second language teachers are expected to:

- Develop an appropriate level of language proficiency in French and knowledge and skills in second language acquisition and second language pedagogy which serve as effective models for students
- Access opportunities to assess their French language proficiency and pedagogical knowledge and skills and to access opportunities to improve competencies as needed
- Develop a thorough understanding of the curriculum and learning outcomes in the FSL programs they teach: French Immersion, Core French, Intensive/Post-Intensive French
- Develop knowledge and understanding of francophone cultures in Canada and in other countries in the world
- Create a positive and supportive learning environment within the class
- State clearly what students are expected to learn
- Design activities which enable students to practise French in a meaningful context and to experience a high degree of success

- Select and implement appropriate learning resources for students
- Assess and report student progress in each FSL program
- Report to, and communicate with, parents about their children's progress
- Pursue individualized professional learning which will improve language learning for students
- Communicate regularly with colleagues
- Provide advice about territorial standards and curriculum
- Plan methods of communicating with parents and with the public
- Participate in programming committees
- Review progress, timelines and actions related to the implementation plan

Principals

The Principals are expected to:

- Set acceptable standards for achievement, behaviour and conduct
- Provide leadership at the school level related to Yukon's implementation plan for FSL
- Understand the required FSL teacher language qualifications and language delivery models
- Ensure that FSL language teachers possess the knowledge, skills and attitudes necessary to implement the FSL programs
- Make appropriate placement decisions for all students, including those with special needs
- Implement effective strategies to meet student support needs
- Obtain input from parents in matters related to the FSL program(s) offered
- Form partnerships to develop FSL learning in the school
- Follow territorial policies, regulations and guidelines regarding language programming
- Implement a marketing and promotional plan for the FSL programs
- Promote Canadian values regarding linguistic duality through French second language programming
- Keep informed about sub-committee and advisory committee recommendations

Students

Students are expected to:

- Enroll in FSL programs
- Commit to attain the level of FSL proficiency expected of the particular FSL program during the course of their studies up to Grade 12 and beyond
- Continue with the acquisition of FSL at the post-secondary level, in the community and in the workplace
- Enhance their understanding of the perspectives, practices and products of francophone and other cultures
- Use French within and beyond the school setting
- Use French for personal enjoyment and enrichment

Parents

Parents are expected to:

- Speak positively about the value of learning French
- Provide their children with videos, music and books in French
- Participate in events where the French language and culture are celebrated
- Encourage their children to use French outside of school in activities such as corresponding in French with pen pals or participating in student exchanges, visits, study opportunities, special events, work or volunteer experience, where opportunities exist
- Encourage FSL acquisition up to Grade 12 and beyond
- Encourage acquisition of FSL at the post-secondary level, in the community and in the workplace
- Borrow age-appropriate and language-level appropriate French language materials from the school or public library
- Send their children to summer camps where French is spoken, if such camps are available
- Consider the study of French for older children in francophone regions of the world, including Canada
- Arrange for exchange students from French-speaking regions to stay in their homes
- Express support for French second language programs at the territorial and national levels
- Reinforce FSL classroom learning at home

Community Members

Community members are expected to:

- Participate in and/or advise school councils
- Promote FSL learning
- Sponsor scholarships, bursaries and student internships
- Articulate their expectations of student achievement

Business and industry

Business and industry are expected to:

- Support and promote FSL learning
- Communicate language needs to government
- Provide work experience for students learning French
- Provide employment opportunities for students who have competence in French
- Sponsor scholarships, bursaries and student internships
- Provide clientele service in French

Progress Markers

Progress markers refer to key milestones and indicators of improvements in the FSL programs.

1. Leadership and Vision

Mission

The Yukon Department of Education (YDoE) will play a proactive leadership role in FSL education based on the vision statement for FSL learning.

Progress Markers

June 2012

The YDoE has developed an implementation plan by June 2012 which includes:

- Role of Department
- Vision
- Mission
- Rationale for learning French
- FSL programs to be offered
- Identification of partners
- Outcome challenges
- Progress markers
- Identification of planning and review strategies
- Monitoring and evaluation plan
- Strategic communication plan

Year 1: 2012-13

The YDoE has:

1. Communicated implementation direction for each FSL program to be offered: French immersion, Core French, Intensive/Post-Intensive French
2. Provided information to parents about each program by January 2013
3. Identified, based on the BC programs, learning expectations for each FSL program by June 2013

Ongoing

The YDoE conducts the following activities on an ongoing basis:

1. Overseeing administration of FSL/Immersion programs
2. Providing funding support
3. Providing pedagogical support such as workshops
4. Recommending learning resources
5. Administering the Official Languages programs
6. Administering the National Federal programs: e.g., French monitor program, bursaries
7. Monitoring of FSL programs

Year 2: 2013-14

The YDoE has begun implementing the monitoring and evaluation process to:

- Report what was achieved
- Make decisions about projects, future plans and resource allocation
- Assessing student performance in French
- Enhancing communication and shared understanding
- Strengthening implementation
- Increasing engagement
- Nurturing a learning culture

2. Programs and Programs Support

Mission

The YDoE will provide the appropriate curricular programs, learning resources and professional learning opportunities to support the FSL programs.

Year 1: 2012-13

Progress Markers

The YDoE has:

1. Organized a leadership workshop and made CASLT's publication *Leadership for Successful FSL Programs* available to principals. The publication addresses the following topics:
 - Folio 1: Recruiting and Retaining FSL Teachers
 - Folio 2: Supporting FSL Professional Growth
 - Folio 3: Organizing Effective FSL Programs
 - Folio 4: Maximizing Learning in FSL
 - Folio 5: Assessing for Learning
 - Folio 6: Promoting Success for All Learners
2. Reviewed language portfolios for teachers and students
3. Defined a profile of pedagogical, linguistic and cultural competencies for FSL teachers:
 - General teacher methodologies
 - Second language pedagogy
 - Language proficiency to be developed
 - Cultural knowledge

The French immersion teachers possess:

- Advanced to superior levels of proficiency in French
- Proficiency in English
- Knowledge and skills in second language acquisition and second language pedagogy and appropriate knowledge and skills in the content areas they are instructing

Staffing

The YDoE has:

1. Implemented a staffing plan to recruit and retain FSL teachers based on the developed profile of pedagogical, linguistic and cultural competencies for FSL teachers
2. Analyzed the costs of implementing a language proficiency test for new teachers
3. Recognized French immersion in the staffing formula
4. Recognized the specific needs of rural communities in the staffing formula
5. Developed a long range professional learning plan which includes inservice, visitations, access to on-line courses and collaboration days
6. Developed a professional learning plan to enhance French Immersion pedagogy, including techniques and strategies for content subject areas
7. Arranged for access to training for Pre-Intensive, Intensive and Post-Intensive teachers
8. Established collaboration, including visitations, between Core French and Intensive and Post-Intensive French teachers

Curriculum

The YDoE has:

- Approved a clearly-defined curriculum each FSL program offered, Intensive/Post-Intensive, French Immersion and Core French, by June 2013
- Improved program articulation in all programs by June 2013

Learning Resources

The YDoE has:

- Updated learning resources, as needed, for each of the FSL programs by September 2013

Programs

The YDoE has:

- Defined entry points into the FSL programs

Assessment

The YDoE has:

- Placed more emphasis on formative assessment for learning in FSL programs by September 2013
- Developed communicable learning expectations for each grade of each FSL program offered

Year 2: 2013-14

Rural Schools

The YDoE has:

- Provided forums for discussion and sharing of best practices in FSL teaching for the rural teacher

Funding Support

The YDoE has:

- Provided additional funds for rural schools so that rural students derive more benefit from experiential learning experiences and field trips in French

Role of English

The YDoE has:

- In collaboration with WES, reviewed the role of English in French immersion, particularly the role of English language learning in Early French immersion before Grade 3

Ongoing

The YDoE conducts the following activities on an ongoing basis:

1. Providing funding support
2. Organizing needed professional learning opportunities and pedagogical support
3. Providing research information on French second language programs and innovative program options

Schools

The schools conduct the following activities on an ongoing basis:

1. Providing appropriate assistance to students with special needs, including gifted students
2. Providing a classroom, if feasible, for each French second language teacher
3. Organizing field trips, student exchanges and special events in French
4. Assigning personnel with fluency in both French and English to specialist positions in schools with French immersion and Intensive and Post-Intensive French: e.g., librarian

Core French

Year 1: 2012-13

The YDoE has:

- Suggested ways to improve student retention rate
- Studied the issue of different instructional time allotments for French in feeder schools
- Invited Core French teachers to Intensive French in service sessions

Year 2: 2013-14

The YDoE has:

- Adapted, based on the BC curriculum, a realistic and standardized Core French curriculum for the Yukon which includes standards of achievement and well-defined learner expectations
- Made Core French available for all Yukon students from Grade 4 to Grade 9
- Offered a beginning level Core Grade 10 French program in schools where sufficient demand exists
- Provided pedagogical support for teachers offering French from Kindergarten to Grade 3
- Worked with schools to improve the transition of students between elementary and high school
- Developed strategies to better integrate students who come from different backgrounds into Grade 8 (i.e. Core French, Intensive French, Late Immersion)

Year 3: 2014-15

The YDoE has:

- Provided a distance education programming for language proficiency acquisition
- Identified strategies for effective classroom management and professional learning
- Established a framework which diagnoses learner needs at the entry point, provides feedback on progress and certifies achievement at the end
- Established consistency in the delivery of the Core French program

Dawson City

Year 1: 2012-13

The YDoE has:

- Supported the introduction of a variety of French experiences:
 - Experiential learning at the secondary level
 - Exchanges, visitations, and cultural events
 - Integration of French into subjects i.e. music and French
- Provided learning opportunities for francophone students who are not able to access the Grade 6 Intensive French program
- Provided experiential/multidisciplinary/multi-level learning groups at the secondary level

Year 2: 2013-14

The YDoE has:

- Identified strategies for coordinating the learning of language and cultures
- Developed a *Tr'ondek Hwech'in* module in French
- Organized a second language working group

French Immersion

Year 1: 2012-13

The YDoE has:

- Supported the adaptation of a well-defined curriculum for Late French Immersion

Year 2: 2013-14

The YDoE has:

- Evaluated when English should be introduced: Grade 1 or Grade 3 for early French Immersion
- Improved program articulation between Whitehorse Elementary School (WES) and F.H. Collins Secondary School (FH) through dialogues between WES and FH administrators and teachers - one in the fall and one later in the year to better bridge the transitions between the different schools: learning expectations, resources, assessment methods, instructional time, extracurricular activities.
- Studied the transition to FH and reviewed the student drop-out rates in Grades 8 and 9
- Provided funding at Whitehorse Elementary School for literacy programs in both French and English

Whitehorse Elementary School has:

- Provided learning assistance in French using different organizational models

F.H. Collins has:

- Provided learning assistance at the secondary level in both French and English
- Offered according to demand more science courses such as chemistry and biology in French at the Grades 11 and 12 levels
- Offered experiential programs in French at the Grade 10 level, according to student interest
- Offered music, art and drama in French at the high school level, if sufficient students are interested
- Considered a tutoring program and an after-school French activity program, if staff is available

3. Review Process

Mission

The YDoE will establish a review process to monitor and to evaluate progress in program implementation.

Progress Markers

Year 1: 2012-13

Advisory Committee

The YDoE has:

- Created an advisory committee to meet once a year to review progress, changes and structure of programs, and made recommendations as needed
- Evaluated issues related to students who opt out of French programs

Sub-committees

- Established a sub-committee in each FSL program to oversee implementation and to discuss programming with meetings held twice a year

Costs

The YDoE has:

- Considered the costs of offering FSL programs, including teacher, resource and time costs

Locally-Developed Programs

The YDoE has:

- Established a review process at the territorial level to decide on locally-developed program proposals

Dawson City

The YDoE has:

- Taken into account the community's unique needs in French

Year 2: 2013-14

Monitoring and Evaluation Plan

The YDoE has:

- Designed a monitoring and evaluation plan to answer these questions:
 - What data will be collected and how?
 - When will the data be collected?
 - Who will collect what?
 - Who will aggregate, analyze data?
 - How (and with whom) will data be interpreted?
 - How will the findings be packaged for use?
- Surveyed parents and students to determine their level of satisfaction with the FSL programs
- Assessed student performance in French
- Assessed the impact of new FSL initiatives and changes on other programs
- Reduced the multiplicity of programs

4. Strategic Communications Plan

Mission

The YDoE will develop a strategic communications plan for educators, parents, students and general public.

Progress Markers

Year 1: 2012-13

The YDoE has:

- Provided parents with explicit information about each FSL program
- Established liaison with the FSL teachers and administrators in rural communities
- Provided communication materials outlining entry points for French second language programming
- Communicated high school learner expectations to elementary French immersion teachers so that students could be prepared effectively
- Reviewed access to summer courses and institutes for students and teachers

Year 2: 2013-14

The YDoE has:

- Created a discussion forum on the web for teachers
- Established families of schools to facilitate program articulation
- Implemented a marketing plan and marketing materials to promote the approved French second language 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
- Delivered messages through meetings, websites, information packages, articles, posters, media announcements, presentations to parents, and educators and displays
- Updated its website to include information about Intensive and Post-Intensive French
- Identified and implemented incentives and programs to recognize student achievement

Year 3: 2014-15

The YDoE has:

- Worked with schools to introduce projects with “la francophonie” theme, both national and international

Year 4: 2015-16

Ongoing

The YDoE conducts the following activities on an ongoing basis:

- Providing information on summer programs, out-of-classroom opportunities and French community FSL adult education courses
- Working collaboratively with local and national organizations supporting French second language education

Schools

Year 1: 2012-13

The schools have:

- Formed partnerships with First Nations communities
- Used local expertise and services in French for real-life experiences

Dawson City

Robert Service School has communicated and shared information with daycares.

Year 2: 2013-14

The schools have:

- Participated in the Yukon French-speaking community, including Émilie-Tremblay School
- Established a French Club, a Café, a Concours d'art oratoire and sport events in schools
- Organized student exchanges to encourage development of language proficiency in French
- Organized an annual FSL event day for the general public in each community

5. Intensive and Post-intensive French

Mission

The YDoE will develop a direction, structure and support for Intensive and Post-Intensive French:

- Focus on literacy
- Communication between Grades 5, 6 and 7 teachers about the compacted English curriculum
- Facilitating real-life experiences
- Sub-committee to address specific issues
- Inclusion of students with special needs, including English language learners and gifted
- Setting levels of language proficiency and support to acquire those levels of proficiency

Progress Markers

Year 1: 2012-13

The YDoE has:

- Established a continuum of literacy outcomes from Grades 4 to 12
- Structured the Intensive-Post-Intensive program up to Grade 12
- Provided funding for implementation of the Intensive French Program: staffing, inservice, purchase of learning resources, and enrichment activities
- Introduced Pre-Intensive French
- Organized a portable information kiosk with displays of activities in Intensive French
- Evaluated issues related to and developed a plan to integrate late-entry students at the Grades 5, 6, 7 and higher levels

Year 2: 2013-14

The YDoE has:

- Set up meetings and common inservice sessions which include both Core and Intensive French teachers
- Structured the Post-Intensive program
- Set levels of language proficiency
- Recognized student achievement in Intensive French
- Evaluated the impact at the secondary level of students coming from various feeder schools
- Correlated the Intensive-Post-intensive French program with the *Common European Framework of Reference*

Year 3: 2014-15

The YDoE has:

- Identified strategies for developing francophone cultural understanding
- Maintained currency related to curriculum development and evaluation research and initiatives
- Implemented a multiyear plan to inservice teachers about how to assess student performance

Planning and Review Strategies

This section outlines the planning and review strategies that will be used to implement the FSL programs in the Yukon by the identified partners:

Department of Education (YDoE)

Action Area 1: Leadership and Vision

The YDoE will:

- Oversee administration of FSL programs
- Develop an implementation plan for all FSL programs
- Provide direction for each FSL program to be offered: Core French, Intensive/Post-Intensive French, French Immersion
- Define learning expectations for each FSL program
- Recommend learning resources for each FSL program
- Administer the Official Languages programs and the National programs: e.g., French monitor program, bursaries
- Monitor and evaluate the FSL programs
- Provide research information on French language programs and innovative program options

Action Area 2: Programs and Programs Support

The YDoE will:

- Define a profile of pedagogical, linguistic and cultural competencies for FSL teachers
- Implement a staffing plan to recruit and retain FSL teachers based on the developed profile of pedagogical, linguistic and cultural competencies for FSL teachers
- Review alternative programming to improve teacher language proficiency acquisition
- Provide funding support
- Develop a long range professional learning plan
- Adapt and approve a clearly-defined curriculum for each FSL program offered: Intensive/Post-Intensive, French Immersion and Core French
- Offer opportunities to improve language proficiency for students and teachers.

Action Area 3: Review Process

The YDoE will:

- Monitor and evaluate the FSL programs
- Create an advisory committee to supervise progress and adapt directions
- Consider the costs of offering FSL programs, including teacher, resource and time costs
- Establish a review process at the territorial level to decide on locally-developed program proposals
- Design a monitoring and evaluation plan

Action Area 4: Strategic Communications Plan

The YDoE will:

- Develop a strategic communication plan for educators, parents, students and public
- Provide parents with explicit information about each program

Action Area 5: Intensive and Post-intensive French

The YDoE will:

- Develop a direction, structure and support for Intensive and Post-Intensive French.

Advisory Committee

The YDoE will establish an advisory committee which will meet once a year to review progress, changes and structure of the FSL programs and make recommendations for improvement as needed. The advisory committee will:

- Design and implement a monitoring and evaluation plan to answer these questions:
 - What data will be collected and how?
 - When will the data be collected?
 - Who will collect what?
 - Who will aggregate, analyze data?
 - How (and with whom) will data be interpreted?
 - How will the findings be packaged for use?
- Evaluate issues related to students who opt out of French programs
- Propose a framework that diagnoses learner needs at the entry point, provides feedback on progress and certifies achievement at the end

Sub-committees

Core French Sub-committee

The Core French Sub-committee will:

- Identify strategies needed to integrate students who come from different backgrounds into Grade 8 (late entry, Intensive French, French Immersion, English language learning, rural communities)
- Identify strategies for effective classroom management and professional learning
- Identify and recommend appropriate learning resources
- Identify entry points into the Core French program
- Identify standards of achievement and well-defined learner expectations for Core French
- Suggest ways to improve student retention rate
- Suggest pedagogical support for teachers instructing Core French from Kindergarten to Grade 3
- Suggest ways to improve the transition of students between elementary and high school
- Suggest ways to establish consistency in the delivery of the Core French program
- Identify incentives to encourage students to continue FSL learning up to Grade 12
- Recommend levels of student language proficiency up to Grade 12

Intensive/Post-Intensive Sub-committee

Intensive/Post-Intensive Sub-committee will:

- Propose a continuum of literacy outcomes from Grades 4 to 12
- Propose meetings and common professional learning activities between Core and Intensive French teachers
- Identify ways to introduce Pre-Intensive French
- Propose a structure for the Post-Intensive program
- Evaluate issues related to late-entry students at the Grades 5, 6 and 7 and higher levels and develop a plan to integrate these late-entry students
- Study levels of language proficiency
- Identify strategies for developing francophone cultural understanding
- Propose a multiyear plan to inservice teachers about how to assess student performance

- Correlate the Intensive-Post-intensive French program with the *Common European Framework of Reference*
- Propose ways to recognize student achievement in Intensive French: e.g., certificates and incentives

French Immersion Sub-committee

The French Immersion Sub-committee will:

- Make a recommendation on the role of English in French immersion, particularly the role of English language learning in Early French immersion before Grade 3
- Identify a clearly-defined curriculum for Late French Immersion
- Suggest ways to improve program articulation between Whitehorse Elementary School (WES) and F.H. Collins
- Study the transition to F.H. Collins and review the drop-out rates in Grades 8 and 9
- Review best practices in providing learning assistance in French Immersion
- Review the needs in Late French immersion

Schools

The schools will:

1. Provide appropriate learning assistance to students with special needs
2. Provide a classroom, if feasible, for each Core FSL teacher
3. Organize field trips, student exchanges and special events in French
4. Assign personnel with fluency in both French and English to specialist positions in French immersion and Intensive and Post-Intensive French schools: e.g., librarian
5. Create partnerships with daycares
6. Form partnerships with First Nations communities
7. Use local expertise and services in French for real-life experience
8. Participate in the Yukon French-speaking community, including Émilie-Tremblay School
9. Establish a French Club, a Café, a Concours d'art oratoire and sport events in schools
10. Organize student exchanges to encourage development of language proficiency in French
11. Organize an annual FSL event day for the general public in each community
12. Participate in FSL leadership sessions

F.H. Collins

F.H. Collins will:

- Provide learning assistance at the secondary level in both French and English
- Offer according to demand more science courses such as chemistry and biology in French at the Grades 11 and 12 levels
- Offer experiential courses in French at the Grade 10 level, if sufficient student interest is shown
- Offer music, art and drama in French at the high school level if sufficient student interest is shown
- Consider establishing a tutoring program and an after-school French activity program, if staff is available

Incentives to Encourage French Second Language Learning

The Department of Education will consider incentives, including programs and rewards, which will encourage students, teachers and other stakeholders to engage in the French language learning process and to improve their French second language competencies.

The incentives to encourage French second language learning are based on several assumptions:

- Incentive programs support the French second language program directions in the Yukon.
- Incentive programs promote French as a second language to meet family, community, national and international needs.
- Incentives promote authentic experience in the French language.
- Incentive programs highlight careers that require French second language knowledge and skills.

The following are examples of possible incentive programs for students, teachers and schools:

For students in schools:

- Summer language bursary program
- Short-term exchange
- Bursaries offered by business
- Hiring policies in government and business
- Post-secondary admissions requirement
- International certificates
- Credit for work experience in French
- Summer language and culture camps
- Participation in competitions
- Government and business communications
- Use of technology
- Publishing of job skill requirements in French
- Work experience placements in French
- Classroom visits in French
- Student observation/job shadowing
- Recognition of French language proficiency on an international level

For students at post-secondary level:

- Second language summer bursary program for students
- Second language study fellowship
- Study abroad bursary program
- Second language monitor program
- Recognition of French language proficiency on an international level
- Short-term exchange program
- Bursaries offered by businesses
- Hiring policies in government and business
- Credit for work experience in francophone countries
- Certificates from governments
- Participation in competitions

- Government and business communications
- Use of technology
- Publishing of job skill requirements in French
- Work experience placements in French
- Classroom visits in French
- Student observation/job shadowing

For teachers:

- French second language teacher bursary program
- Recognition of second language teachers
- French language teaching scholarships
- Teacher internships in French
- Workshops/seminars for educators/employees
- Career guidance

For schools:

- French second language implementation grants
- Recognition of excellence in FSL programs

Table 1 Progress Markers

1. Leadership and Vision

Mission

The Yukon Department of Education (YDoE) will play a proactive leadership role in FSL education based on the vision statement for FSL learning.

Progress Markers

June 2012	Year 1 2012-13	Year 2 2013-14	Ongoing
<p>The YDoE has developed an implementation plan which includes:</p> <ul style="list-style-type: none"> • Role of Department • Vision • Mission • Rational for learning French • FSL programs to be offered • Identification of Partners • Outcome challenges • Progress markers • Identification of planning and review strategies • Monitoring and evaluation plan • Strategic communications plan 	<p>The YDoE has:</p> <ol style="list-style-type: none"> 1. Communicated implementation direction for each FSL program to be offered: French immersion, Core French, Intensive/Post-intensive French 2. Provided information to parents about each program by January 2013 3. Identified, based on BC programs, learning expectations for each FSL program by June 2013 	<p>The YDoE began implementing the monitoring and evaluation process to:</p> <ol style="list-style-type: none"> 1. Report what was achieved 2. Make decisions about projects, future plans and resource allocation 3. Assess student performance 4. Enhance communication and shared understanding 5. Strengthen implementation 6. Increase engagement 7. Nurture a learning culture 	<p>The YDoE conducts the following activities on an ongoing basis:</p> <ol style="list-style-type: none"> 1. Overseeing administration of FSL/Immersion programs 2. Providing funding support 3. Providing pedagogical support such as workshops 4. Recommending learning resources 5. Administering the Official Languages programs 6. Administering the National Federal programs: e.g., French monitor program, bursaries 7. Monitoring of FSL programs

2. Programs and Programs Support

Mission

The YDoE will provide the appropriate curricular programs, learning resources and professional learning opportunities to support the FSL programs.

Progress Markers

Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Ongoing
<p>The YDoE has:</p> <ol style="list-style-type: none"> Defined a profile of pedagogical, linguistic and cultural competencies for FSL teachers: <ul style="list-style-type: none"> General teacher methodologies Second language pedagogy Language proficiency Cultural knowledge <p>The French immersion teachers possess:</p> <ul style="list-style-type: none"> Advanced to superior levels of proficiency in French Proficiency in English Knowledge and skills in second language acquisition and second language pedagogy and appropriate knowledge and skills in the content areas they are instructing <ol style="list-style-type: none"> Organized a leadership workshop and made CASLT's publication <i>Leadership for Successful FSL Programs</i> available to principals. The publication addresses the following topics: <ul style="list-style-type: none"> Folio 1: Recruiting and Retaining FSL Teachers Folio 2: Supporting FSL Professional Growth Folio 3: Organizing Effective FSL Programs Folio 4: Maximizing Learning in FSL Folio 5: Assessing for Learning Folio 6: Promoting Success for All Learners Reviewed language portfolios for both teacher and students 	<p>Rural Schools The YDoE has:</p> <ul style="list-style-type: none"> Provided forums for discussion and sharing of best practices in FSL teaching <p>Funding Support The YDOE has:</p> <ul style="list-style-type: none"> Provided additional funds for rural schools so that students can benefit from experiential learning experiences and field trips in French <p>Role of English The YDoE has:</p> <ul style="list-style-type: none"> In collaboration with WES, reviewed the role of English in French immersion, particularly the role of English language learning in Early French immersion before Grade 3 	<p>Core French The YDoE has:</p> <ul style="list-style-type: none"> Provided distance education programming for language proficiency acquisition Identified strategies and professional learning for effective classroom management Established a framework that diagnoses learner needs at the entry point, provides feedback on progress and certifies achievement at the end Established consistency in the delivery of the Core French program 	<p>The YDoE conducts the following activities on an ongoing basis:</p> <ol style="list-style-type: none"> Providing funding support Organizing needed professional development opportunities and pedagogical support Providing research information on French language programs and innovative program options <p>Schools The schools conduct the following activities on an ongoing basis:</p> <ol style="list-style-type: none"> Providing appropriate assistance to students with special needs, including enrichment Providing a classroom, if feasible, for each Core FSL teacher Organizing field trips, student exchanges and special events in French Assigning personnel with fluency in both French and English to specialist positions in French Immersion and Intensive and Post-Intensive French programs: e.g., librarian

Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Ongoing
<p>Staffing The YDoE has:</p> <ol style="list-style-type: none"> 1. Implemented a staffing plan to recruit and retain FSL teachers based on the developed profile of pedagogical, linguistic and cultural competencies for FSL teachers 2. Analyzed the costs of implementing a language proficiency test for new teachers 3. Recognized French immersion in the staffing formula 4. Recognized specific needs of rural communities in the staffing formula 5. Developed a long range professional learning plan which includes inservice, visitations, access to on-line courses and collaboration days 6. Developed a professional learning plan to enhance French Immersion pedagogy, including techniques and strategies for content subject areas 7. Arranged inservice for Pre-Intensive, Intensive and Post-Intensive teachers. 8. Established collaboration, including visitations between Core French and Intensive and Post-Intensive French teachers <p>Curriculum The YDoE has:</p> <ul style="list-style-type: none"> • Approved a clearly-defined curriculum for each FSL program offered: Intensive/Post-Intensive, French Immersion and Core French, by June 2013 • Improved program articulation in all FSL programs by June 2013 <p>Learning Resources The YDoE has:</p> <ul style="list-style-type: none"> • Updated, as needed, learning resources for each of the FSL programs 			

Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Ongoing
<p>Programs The YDoE has:</p> <ul style="list-style-type: none"> • Defined entry points into the FSL programs <p>Assessment The YDoE has:</p> <ul style="list-style-type: none"> • Placed more emphasis on formative assessment in FSL programs • Developed communicable learning expectations for each grade of each FSL program offered 			
<p>Core French The YDoE has:</p> <ul style="list-style-type: none"> • Suggested ways to improve retention rate through to Grade 12 • Studied the issue of different time allotments for French in feeder schools • Invited Core French teachers to Intensive French inservice sessions 	<p>Core French The YDoE has:</p> <ul style="list-style-type: none"> • Approved, based on the BC curriculum, a realistic and standardized Core French program for the Yukon which includes standards of achievement and well-defined learner expectations which are easy to understand • Developed strategies needed to integrate students who come from different backgrounds into Grade 8 (i.e. Core French, Intensive French, Late Immersion) • Made Core French available for all Yukon students from Grade 4 to Grade 9 • Offered a beginning level Core Grade 10 French program in schools where sufficient demand exists • Provided pedagogical support for teachers delivering FSL instruction from Kindergarten to Grade 3 • Worked with schools to improve the transition of students between elementary and high school 		

Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Ongoing
<p>Dawson City The YDoE has:</p> <ul style="list-style-type: none"> • Supported the introduction of a variety of French experiences: <ul style="list-style-type: none"> ➢ Experiential learning at high school ➢ Exchanges, visitations, and cultural events ➢ Integration of French into subjects i.e. music and French • Provided learning opportunities for francophone students unable to access the Grade 6 Intensive French program • Provided experiential, multidisciplinary and multi-level learning groups at the secondary level 	<p>Dawson City The YDoE has:</p> <ul style="list-style-type: none"> • Identified strategies for coordinating the learning of language and cultures • Developed a <i>Tr'ondek Hwech'in</i> module in French • Formed a second language working group 		
<p>French Immersion The YDoE has:</p> <ul style="list-style-type: none"> • Supported the adaptation of a well-defined curriculum for Late French Immersion 	<p>The YDoE has:</p> <ul style="list-style-type: none"> • Evaluated when English should be introduced: Grade 1 or Grade <p>Program Articulation The YDoE has:</p> <ul style="list-style-type: none"> • Improved program articulation between Whitehorse Elementary School (WES) and F.H. Collins Secondary School (FH) through dialogue between WES and FH administrators and teachers - one in the fall and one later in the year to better bridge the transitions between the different schools: learning expectations, resources, assessment methods, instructional time, extracurricular activities. • Studied the transition to FH and reviewed the drop-out rates in Grades 8 and 9 and other grades • Identified strategies to reduce drop-out rates in all FSL programs 		

Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Ongoing
	<p>Literacy Programs The YDoE has:</p> <ul style="list-style-type: none"> • Provided funding at Whitehorse Elementary School for literacy programs in both French and English <p>Whitehorse Elementary School Whitehorse Elementary School has:</p> <ul style="list-style-type: none"> • Provided more learning assistance in French through different organizational models <p>F.H. Collins F.H. Collins has:</p> <ul style="list-style-type: none"> • Provided learning assistance at the secondary level • Offered more science courses such as chemistry and biology in French at the Grades 11 and 12 levels, if a sufficient number of students are able to take these courses • Offered experiential programs in French at the Grade 10 level • Offered music, art and drama in French at the high school level if a sufficient number of students are able to take these courses • Established a tutoring program and an after-school French activity program, if staff is available 		

Review Process

Mission

The YDoE will establish a review process to monitor and to evaluate progress in program implementation.

Progress Markers

Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Year 4 2015-16
<p>Advisory Committee The YDoE has:</p> <ul style="list-style-type: none"> Created an advisory committee to meet once a year to review progress, changes and structure of programs and make recommendations for improvement as needed <p>Monitoring and Evaluation Plan The YDoE has:</p> <ul style="list-style-type: none"> Evaluated issues related to students who opt out of French programs <p>Sub-committees</p> <ul style="list-style-type: none"> Established a sub-committee in each FSL program to oversee implementation with meetings held twice a year <p>Costs The YDoE has:</p> <ul style="list-style-type: none"> Reviewed the costs of offering FSL programs, including teacher, resource and time costs by June 2013 <p>Locally-Developed Programs The YDoE has:</p> <ul style="list-style-type: none"> Established a review process at the territory level to decide on locally-developed program proposals <p>Dawson City The YDoE has:</p> <ul style="list-style-type: none"> Taken into account the community's unique needs in French 	<p>Monitoring and Evaluation Plan The YDoE has:</p> <ul style="list-style-type: none"> Designed a monitoring and evaluation plan to answer these questions: <ul style="list-style-type: none"> ➤ What data will be collected and how? ➤ When will the data be collected? ➤ Who will collect what? ➤ Who will aggregate, analyze data? ➤ How (and with who) will data be interpreted? ➤ How will the findings be packaged for use? Surveyed parents and students to determine their level of satisfaction with FSL programs Assessed student performance in FSL programs Assessed the impact of new FSL initiatives and changes on other programs Reduced the multiplicity of programs 		

4. Strategic Communications Plan

Mission

The YDoE will develop a strategic communications plan for educators, parents, students and general public.

Progress Markers

Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Ongoing
<p>The YDoE has:</p> <ul style="list-style-type: none"> • Provided parents with explicit information about each FSL program • Established a communication forum with the FSL teachers and administrators in rural communities • Provided communication materials outlining entry points for French second language programming • Communicated high school learner expectations to elementary French Immersion teachers so that students could be prepared effectively • Reviewed access to summer courses and institutes for students and teachers 	<p>The YDoE has:</p> <ul style="list-style-type: none"> • Created a discussion forum on the web for teachers • Established families of schools to facilitate program articulation • Implemented a marketing plan and marketing materials 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 • Delivered messages through meetings, websites, information packages, articles, posters, media announcements, presentations to parents, and educators and displays • Updated its website to include information about Intensive and Post-Intensive French • Identified and implemented incentives and programs to recognize student achievement 	<p>The YDoE has:</p> <ul style="list-style-type: none"> • Worked with schools to introduce projects with “la francophonie” theme, both national and international 	<p>The YDoE conducts the following activities on an ongoing basis :</p> <ul style="list-style-type: none"> • Providing information on summer programs, out-of-classroom opportunities and French community FSL adult education courses • Working collaboratively with other organizations supporting French language education
<p>Schools The schools have:</p> <ul style="list-style-type: none"> • Formed partnerships with First Nations communities • Used local expertise and services in French for real-life experience <p>Dawson City Robert Service School has communicated and shared information with local daycares.</p>	<p>Schools The schools have:</p> <ul style="list-style-type: none"> • Participated in the Yukon French-speaking community, including Émilie-Tremblay School • Established a French Club, a Café, a Concours d’art oratoire and sport events in schools • Organized student exchanges to encourage development of French language proficiency • Organized an annual FSL event day for the general public in each community 		

5. Intensive and Post-Intensive French

Mission

The YDoE will develop a direction, structure and support for Intensive and Post-Intensive French:

- Focus on literacy
- Communication between Grades 5, 6 and 7 teachers related to the compacted English curriculum delivery
- Facilitating real-life experience
- Sub-committee to address specific issues
- Inclusion of students with special needs
- Setting levels of language proficiency and support to acquire that proficiency

Progress Markers

Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Year 4 2015-16
<p>The YDoE has:</p> <ul style="list-style-type: none"> • Established a continuum of literacy outcomes from Grades 4 to 12 • Structured the program up to Grade 12 • Provided funding for implementation of the Intensive French Program: staffing, inservice, promotion, purchase of learning resources, and enrichment activities • Introduced Pre-Intensive French • Identified strategies to support students with special needs, including students who are learning English as a second language • Organized a portable information kiosk with displays of activities in Intensive French • Evaluated issues related to late-entry students at the Grades 5 to 12 levels and developed a plan to integrate these students 	<p>The YDoE has:</p> <ul style="list-style-type: none"> • Set up meetings and common professional learning between Core and Intensive French teachers • Structured the Post-Intensive program • Set levels of language proficiency • Recognized student achievement in Intensive French • Evaluated the impact at the secondary level of students coming from various feeder schools • Correlated the Intensive-Post-intensive French program with the <i>Common European Framework of Reference</i> 	<p>The YDoE has:</p> <ul style="list-style-type: none"> • Identified strategies for developing francophone cultural understanding • Maintained currency related to curriculum development and evaluation research and initiatives • Implemented a multiyear plan to inservice teachers about how to assess student performance 	