



# L'ÉCOLE DE RAPHAËL, la suite

## Summary

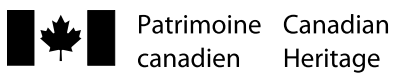
### **Status of the Initiatives and Achievements of the Strategic Plan for French-language education**

*Follow-up to  
the Sommet sur l'éducation 2012*

*pself.ca*

**Fédération nationale des  
conseils scolaires francophones**

September 2016



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# BACKGROUND

Following five years of hard work, the status report on the initiatives and achievements of the Strategic Plan for French-Language education, titled *L'école de Raphaël*, la suite, ties in with the work of both the Action Plan – Article 23 and that which will be undertaken at the 2017 Summit. This document presents a summary version of the work accomplished. The full version is available in French at [pself.ca](http://pself.ca).

## The PSELF's Raison d'être

French-language education as it is perceived in the PSELF is part of a more global vision that focuses on the blossoming of Francophone and Acadian communities.

### Vision of the PSELF

*Members of Canada's Francophone and Acadian communities (FACs) live and flourish in French. In part through their French-Language education system which is shaped in accordance with their aspirations, they have the individual and collective ability to take action in all areas of their development and thus contribute to Canada's prosperity.*

### The PSELF's 3 targets

*Success, continuum and engagement*

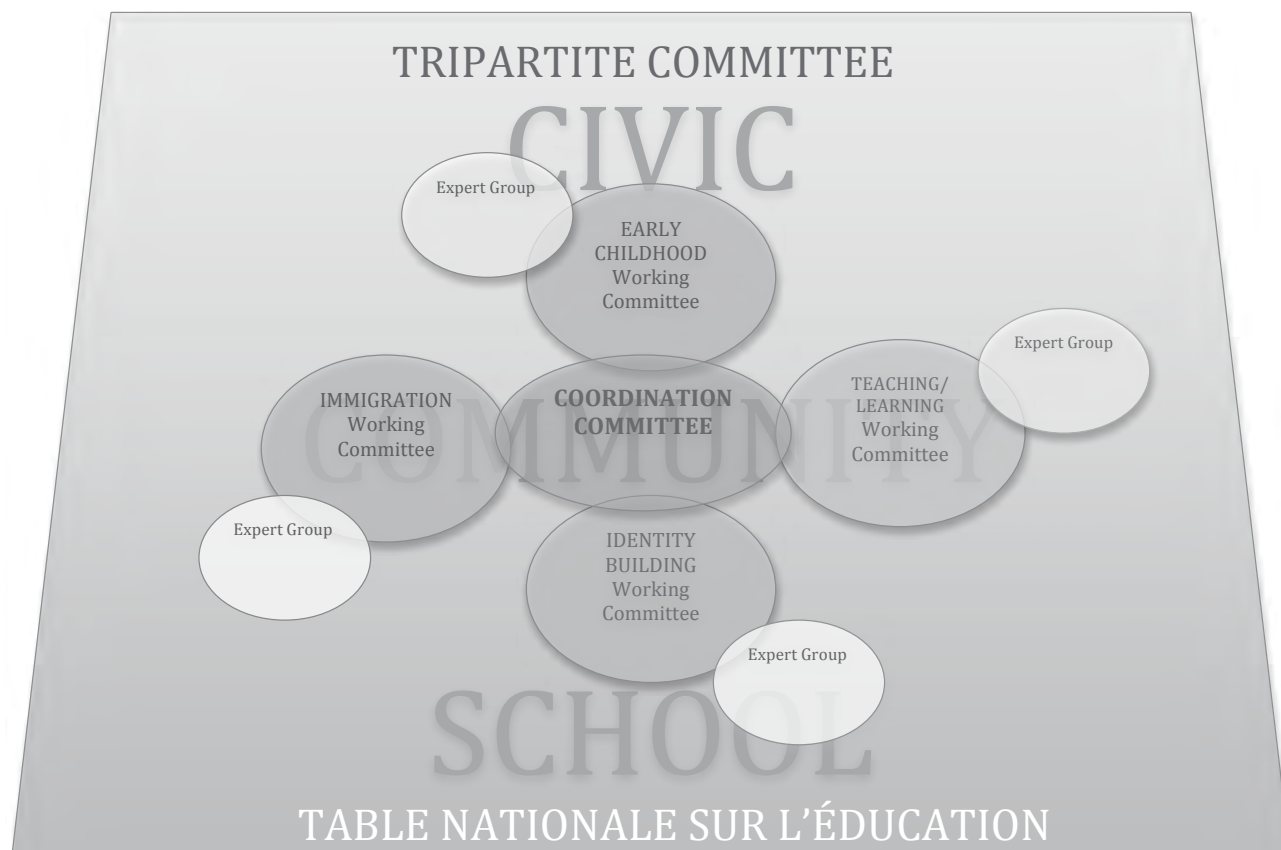
### The PSELF's priority areas

*Early childhood, teaching and learning, identity building and immigration*

## The PSELF's Collaboration Structure

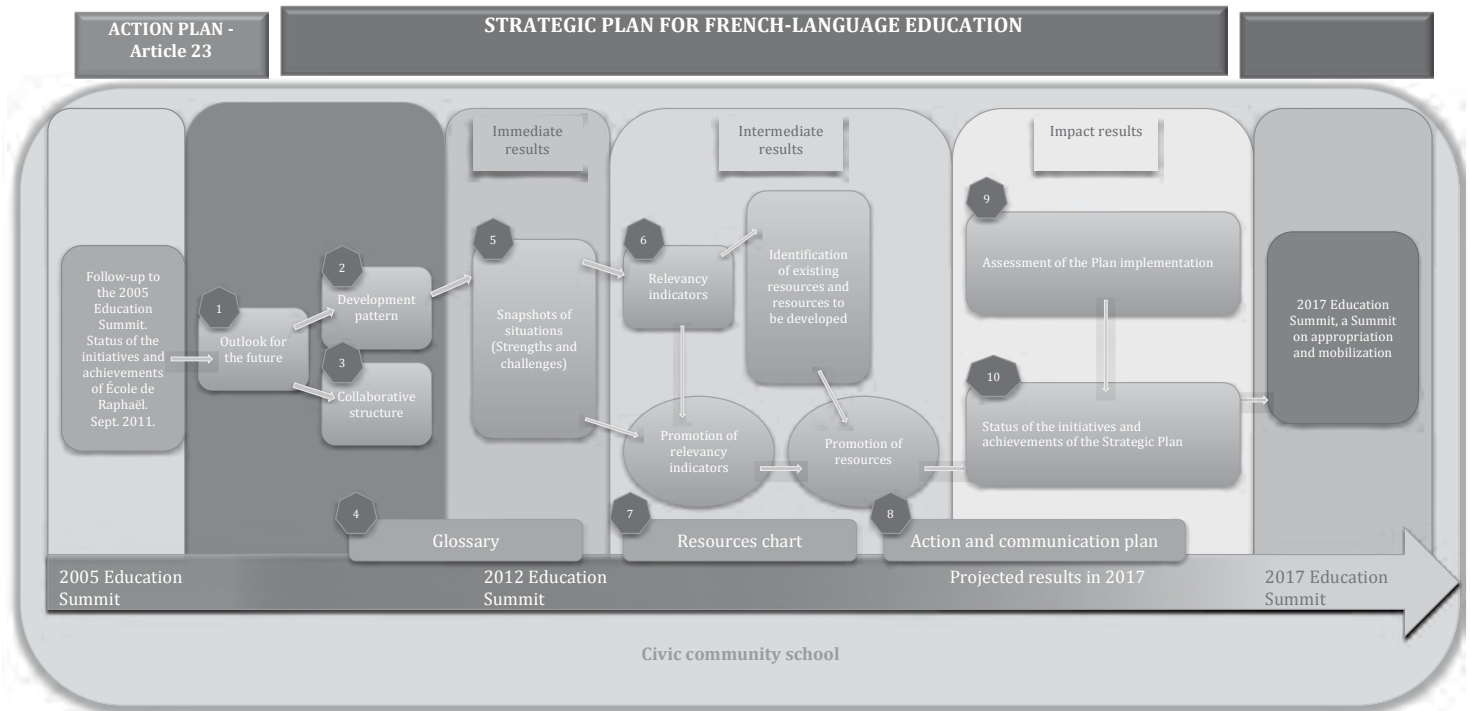
The collaboration structure for implementing the PSELF is made up of the **Tripartite Committee** responsible for implementation, the **Coordination Committee**, responsible for coordinating the implementation activities, evaluation and communications, the **Working Committees**, responsible for the successful completion of work undertaken in the priority areas, and **Expert groups**, created as needed to support the working committees. Partners of the **Table nationale sur l'éducation** act as an advisory group for the implementation and, in the background, the **Civic community school** targets complement the PSELF's vision.

### COLLABORATION STRUCTURE



## Steps In The Implementation Of The PSELF

The implementation of the PSELF involves a series of steps, all linked to each other, and respects the logic model. The following table illustrates the key steps for implementing the PSELF. A description of each of the table's elements is available in the full version of the status report.



### Immediate Results

According to the logic model for the PSELF, immediate results consist of taking snapshots of the situation in the four priority areas in order to draw illuminating conclusions that will guide the work. These conclusions allowed for the identification of strengths, i.e. a description of the accomplishments, progress, successes and capacities that contribute to the achievement of the strategic objectives, as well as the main challenges to be overcome. Developed with the support of national organizations, these snapshots of the situation are disseminated via the pself.ca website.

### Intermediate Results

Intermediate results are derived directly from the snapshots of the situation. Based on the situational analysis, it was possible to establish **relevancy indicators** for each of the priority areas as well as a list of **resources** to support the achievement of the strategic objectives.







## Relevancy Indicators

Relevancy indicators are statements that serve to take a position on the value of a project. Hence, players in all sectors rely on such indicators to guide the design, achievement, ownership, use or evaluation of all interventions, resources, initiatives or strategies aimed at achieving the PSELF objectives. The following table provides a summary of the relevancy indicators for the four priority areas.

Early childhood	Identity building	Teaching/learning	Immigration
<i>By focussing on increased quality, access and participation, French-language early childhood development programs and services have the distinction of:</i>	<i>An intervention aimed at fostering the construction of a Francophone identity optimises its impact when it is planned so as to:</i>	<i>By focussing on high quality contextualized learning, Francophone learners of all ages will be able to flourish in contexts that have the distinction of:</i>	<i>Any approach aimed at including immigrant members of the Francophone community optimises its impact when it is planned so as to:</i>
1. fostering a developmental and a learning continuum	1. be aligned with contemporary Francophonie	1. raising awareness about the realities of Francophonie and creating a desire to act on them	1. value intercultural and transcultural diversity
2. fostering the learning of the French-language	2. focus on creativity and innovation	2. developing a sense of confidence in using the French-language	2. foster an inclusive welcoming climate
3. fostering the development of a Francophone identity and valuing cultural diversity	3. value diversity	3. fostering the ownership of Francophone culture in all its diversity	3. facilitate the inclusion and integration of immigrants through their civic participation
4. favouring a play-oriented approach	4. foster concerted action on the part of the family, the community and the school	4. developing essential skills for the 21 <sup>st</sup> century	4. value the role of the French-language and recognize the richness of linguistic diversity for the community
5. valuing intersectoral collaboration	5. develop a positive rapport with the French-language	5. fostering social, school and intellectual engagement as well as autonomy in learners	5. encourage collaboration and partnerships between organizations
6. welcoming and accompanying parents	6. create links within the Francophonie		
7. informing, raising awareness and promoting	7. encourage mobilization	6. fostering partnerships with the community	
	8. aim for lasting effects		

## Resources

The second intermediate result consists of identifying and publicizing resources that are likely to support stakeholders in their efforts to achieve the PSELF's objectives. Several resources have been identified and listed in a table available on the pself.ca website. Here are a few examples of resources listed in the table.

Name of resource	Description	Entity responsible	Intended users	Type of resource
<b>Resource in the area of early childhood</b>				
<b>La qualité, ça compte!</b> 	Self-assessment tool for enhancing French-language early childhood development programs and services designed for children in Francophone communities in Canada and their parents.	Commission nationale des parents francophones (CNPFF)	<ol style="list-style-type: none"> <li>Staff in French-language child and family multi-service centres (different names across regions)</li> <li>Staff in schools that offer daycare, Junior Kindergarten and Kindergarten programs and services</li> </ol>	The tool consists of a self-assessment grid organized according to guiding principles and a set of essential conditions associated with quality standards, broken down into indicators.
<b>Resource in the area of teaching and learning</b>				
<b>Pédagogie à l'école de langue française (PELF)</b> 	A teaching model designed for minority settings. The model is based on the latest research in education and brings together parents, communities and school partners.	Canadian Teachers' Federation (CTF)	<ol style="list-style-type: none"> <li>Teaching staff in French-language schools and postsecondary institutions</li> <li>Parents</li> <li>Community partners</li> </ol>	A training concept presented on a web-based platform combining theory and practical implementation ideas.
<b>Resource in the area of identity building</b>				
<b>Construction identitaire</b> 	This platform includes a list of identity building resources and intervention tools, a virtual advisor that guides users in the exploration of the resources, as well as a section that presents a variety of training and development activities.	Association canadienne d'éducation de langue française (ACELF)	School and community stakeholders	In addition to presenting the resources and training activities, the platform gives users access to a virtual advisor who guides them in exploring the resources. It starts by targeting the user's needs through questions, and then directs him to appropriate resources.
<b>Resource in the area of immigration</b>				
<b>Accueil</b> L'immigration francophone; a diversity that unifies us 	Portal combining all of the relevant information on issues related to Francophone immigration within French-language minority communities. The site offers information on welcoming within Francophone communities, French-language studies, and integration into the job market. It also includes information for employers and a wealth of information on Francophone immigration-related events and resources.	Federation of Francophone and Acadian communities of Canada (FFAC)	<ul style="list-style-type: none"> <li>Francophone immigrants interested in living in Canada</li> <li>Employers interested in recruiting qualified workers abroad</li> <li>Government policy makers wishing to know more about everything concerning immigration within French-language minority communities</li> </ul>	The resource is a website organized in five sections: <ul style="list-style-type: none"> <li>Home</li> <li>Immigrating</li> <li>Recruiting</li> <li>Communities in action</li> <li>Resources</li> </ul>

## Impact Results

Impact results consist of determining the PSELF's influence in Francophone and Acadian communities (FCAs) in the development or revision of their intersectoral strategies related to early childhood, teaching/learning, identity building and immigration. To measure this impact, the Centre de leadership et d'évaluation (CLÉ) conducted a qualitative and quantitative study in order to get a snapshot of the implementation of the PSELF. The study yielded observations and recommendations\* grouped into five axes:

1. Knowledge of the Strategic Plan for French-Language Education (PSELF)
2. Relevance of the areas related to the PSELF
3. Design or implementation of strategies or resources
4. Factors that foster or hinder the design or implementation of strategies or resources
5. Intersectoral contribution

*\* The study's observations and recommendations are presented in the full version of the status report.*

The study concluded that, while the PSELF is known by organizations, it is not mentioned as such in their documentation or on their website. Nevertheless, the four areas linked to the PSELF are referred to in most of their documents, with the exception of immigration, which is rarely mentioned.

Most of the organizations carry out activities in relation to the PSELF's four areas and they develop and implement strategies or resources related to its three targets, in addition to fostering intersectoral contribution. However, in most of the organizations, no one is designated as responsible for the implementation.

## Outlook For The Future

All of the partners involved in either of the working groups and committees, including the Tripartite Committee, considered the outlook for the future. Discussions were conducted in light of the status of the initiatives and achievements of the Strategic Plan for French-language education as well as the snapshot of the Plan's implementation. The collective reflection brought out a number of broad directions that will guide the preparations for the 2017 Education Summit.

The PSELF's future depends on a dual approach: on one hand, an ownership and mobilization approach and on the other hand, a renewed approach.

### ***An ownership and mobilization approach***

All stakeholders will take greater ownership of the PSELF's achievements, specifically its *raison d'être* and its implementation structure, the priority areas including snapshots of the situation, relevancy indicators and award-winning resources for each area. They will mobilize in order to collectively take over the implementation of the PSELF with all of its elements so that these may be more widely known and above all more widely used or applied in their respective environment.

### ***A renewed approach***

Ownership and mobilization will take place in a spirit of renewal while taking into account a series of considerations that centre on two broad themes: *a shared vision* and *a collective project*. With the goal of rallying all stakeholders around a social project, the vision of French-language education will be clearly defined and widely communicated, and the strategic plan's purpose will be better understood. It will always be necessary to go back to the vision and purpose of the approach to better guide the actions throughout the implementation of the strategic plan. During the consultations on the outlook for the future, the collective will to make French-language education a social project was clearly reaffirmed. In a spirit of continuity, the project initiated at the 2005 Education Summit and that gained momentum following the 2012 Summit will increase in scope at the 2017 Summit. In order to actualize this project, stakeholders will put into practice the principles of intersectoral collaboration as outlined in the Civic community school.

The successful realization of a French-language education project that meets the needs and aspirations of Francophone and Acadian communities requires a focus on a collaborative space whose momentum relies on intersectorality. A founding concept of the civic community school, intersectorality allows for the development of solutions that are more suited to complex challenges that any one sector cannot overcome alone.

It is in this spirit that partners are invited to engage in a conversation that yields creative solutions while taking into account the considerations outlined during the consultations regarding the outlook for the future. The conversation that will take place throughout the preparation process for the 2017 Summit will be at the heart of the Summit's programming and will continue throughout the implementation of the next strategic plan. The following table and corresponding questions can be used as a tool to facilitate an intersectoral conversation on French-language education.

## Tool for an intersectoral discussion on French-language education

<div>SUCCESS, mine and yours</div> <div>The overall success of not only students, pupils and learners, but also their families, school staff and members of the community.</div>	<div>CONTINUUM, <i>from the cradle to the rocking chair</i></div> <div>Success must be seen from the perspective of a learning continuum that begins in early childhood and continues throughout life. The creation of such a learning conducive environment requires awareness and mobilization on the part of the entire community.</div>				
	<div>Identity building</div> <div>Create optimal opportunities for the construction of an individual and a collective Francophone identity</div>	<div>Early childhood</div> <div>Improve the quality of French-language early childhood programs and services and increase access to same</div>	<div>Elementary and secondary school</div> <div>Update the mandate of French-language schools by applying the principles of specificity, vitality and added value</div>	<div>Postsecondary studies</div> <div>Promote and facilitate the transition of students from French-language secondary schools to French-language postsecondary studies</div>	<div>Continuing education</div> <div>Offer opportunities for ongoing learning that foster pride in the French-language and stimulate a commitment to Francophonie</div>
		1	4	7	10
		<div>Teaching/learning</div> <div>Create learning environments through a context of linguistic, cultural and civic socialization</div>	2	5	
	<div>Cultural diversity</div> <div>Create places of learning that value and facilitate the inclusion and integration of members of Francophone communities that immigrated in the recent or distant past</div>	3	6	9	
	<div>COMMITMENT, <i>I take action</i></div> <div>All stakeholders, in an intersectoral approach, commit in a critical and democratic way to French-language education, the promotion of culture and, as a consequence, the vitality of their community.</div>				



## Questions to initiate an intersectoral discussion on French-language education

- 1 Cultural and linguistic identity is built in early childhood.** What do early childhood staff members and parents need to foster the construction of a Francophone identity in young children?
- 2 Early childhood is a crucial period for overall development.** How can staff members in French-language early childhood programs and services adapt their teaching methods to create environments that are rich in social, linguistic, cultural and civic development?
- 3 French-language early childhood and family programs and services are places where different cultures meet.** How can French-language early childhood programs and services be areas that welcome cultural diversity and promote the inclusion and integration of everyone?
- 4 Identity building is a personal endeavour that arises from a free and considered choice.** How can French-language schools accompany students in the construction of their identity?
- 5 The specificity of French-language schools lies in their mission which consists in offering quality education, promoting and transmitting the language and culture, and turning out informed Francophone citizens.** What type of teaching methods must French-language schools adopt in order to fully carry out their specific mandate?
- 6 Cultural diversity is a source of enrichment for Canada's collective Francophone culture.** In exercising their mandate, how can French-language schools promote the various cultures' contribution to the blossoming of Canadian Francophonie?
- 7 The construction of a cultural and linguistic identity is a life-long process.** How can the construction of a Francophone identity be fostered during the transition after secondary school and throughout the cycle of postsecondary studies?
- 8 One's vocational journey is linked to identity and language development.** What type of teaching methods must elementary, secondary and postsecondary educational institutions adopt to accompany young Francophones in their vocational journey?
- 9 The sense of belonging to the Francophone community is closely linked to one's degree of inclusion and integration into said community.** How can postsecondary institutions facilitate the participation and contribution of Francophones and Francophile students from different cultures to cultural, economic, social and community life?
- 10 Francophone and Acadian communities are experiencing fundamental transformations in terms of population, identity and language.** How to adapt ongoing training in the workplace, recreation or education in order to accompany members of the community in their linguistic, cultural and identity development and in their understanding of the Francophone community's new social realities?

## NOTES

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