

Snapshot of the situation

TEACHING/ LEARNING

psélf

STRATEGIC PLAN FOR
FRENCH-LANGUAGE EDUCATION





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Strategic priority: **TEACHING/LEARNING**

The Teaching/Learning strategic priority aims to create learning spaces in a context of linguistic, cultural and civic socialization.



OBJECTIVES OF THE TEACHING/LEARNING SNAPSHOT

In a context of linguistic, cultural and civic socialization related to lifelong learning and increased participation in learning opportunities:

- PRESENT THE FINDINGS
- IDENTIFY STRENGTHS AND CHALLENGES
- IDENTIFY RELEVANCE INDICATORS
- IDENTIFY EXISTING RESOURCES
- IDENTIFY MISSING RESOURCES

DESIRED OUTCOMES

Taking relevance indicators into account, Francophone and Acadian communities (FACs) have developed/ reviewed and implemented their intersectoral strategies* in a context of linguistic, cultural and civic socialization related to :

- **LIFELONG LEARNING AND INCREASED PARTICIPATION IN LEARNING OPPORTUNITIES**

*A strategy becomes intersectoral when it is planned collaboratively by representatives of various sectors whose strengths are harnessed within a convergence of interests and a shared willingness to achieve common objectives.

TARGET AUDIENCE

Who are you?

I AM AN EDUCATOR

I AM AN ELEMENTARY OR A SECONDARY SCHOOL TEACHER

I AM SCHOOL PRINCIPAL

I AM A SCHOOL TRUSTEE

I AM A GUIDANCE COUNSELLOR

I AM RESPONSIBLE FOR TEACHER TRAINING/POST-
SECONDARY STUDIES

I AM RESPONSIBLE FOR LIFELONG LEARNING

I AM FROM A MINISTRY OF EDUCATION OR A MINISTRY
WITH A RELATED INTEREST

I AM AN EMPLOYEE OF A COMMUNITY ORGANIZATION OR A MEMBER OF THE COMMUNITY
WITH AN INTEREST IN THIS AREA

FINDINGS

VARIOUS INITIATIVES ACROSS THE COUNTRY HAVE MADE IT POSSIBLE TO TAKE STOCK OF TEACHING METHODS IN CANADIAN SCHOOLS, PARTICULARLY FRENCH-LANGUAGE SCHOOLS. THE NEXT SECTION OUTLINES THOSE INITIATIVES BY IDENTIFYING IMPORTANT ELEMENTS GLEANED FROM THE RESEARCH, SURVEYS AND PROFILES.

PEDAGOGY FOR FRENCH-LANGUAGE SCHOOLS

Launched in 2014, Pedagogy for French-Language Schools (PELF)¹ is an initiative of the Canadian Teachers' Federation (CTF).

The PELF highlights the interventions that are most likely to foster the development of students evolving in French-language minority schools. This conceptual framework is a hybrid concept based on two essential conditions on which four key interrelated concepts are superimposed.

Two essential conditions:

INTERPERSONAL RELATIONSHIPS

The classroom climate must signal healthy interpersonal relationships between the teaching staff and students.²

SHARED INFLUENCE

Students and the teaching staff have both a shared influence on the progress of learning and a sense of autonomy in the tasks they perform.

FOUR KEY INTERCONNECTED CONCEPTS:

"CONSCIENTISATION"

Students and teaching staff become aware of the challenges of French communities and act on their realities.

"ACTUELISATION"

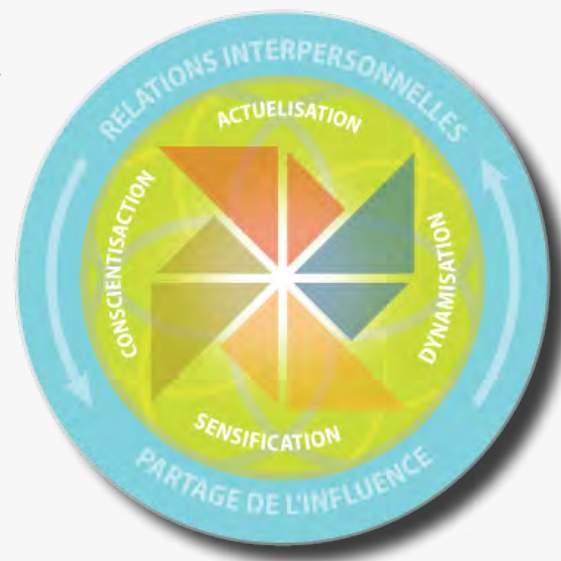
Students and teaching staff enrich their linguistic and cultural background through a contemporary perspective.

"SENSIFICATION"

Students and teaching staff experience contextualized learning that gives meaning to what they are experiencing in real life.

"DYNAMISATION"

Students and teaching staff stimulate their linguistic and cultural confidence and their motivation to get involved in the "Francophonie".



* The terms have been developed specifically to describe the concepts of the PELF.

¹ Ministries of Education in provinces and territories where French is the minority language mandated the Canadian Teachers' Federation (CTF) to define teaching methods specific to the minority context and develop a training concept to help the teaching staff take ownership of these methods. The PELF was designed as a result of the collaboration of teaching staff members and persons engaged in education research in Francophone minority contexts.

² Furthermore, in 2019, beyond the relationship between the teaching staff and students, healthy interpersonal relationship must also exist among students and between the various stakeholders of the broader community with whom they are called upon to interact.

THE FRANCOPHONIE IN FRENCH-LANGUAGE SCHOOLS IN 2019 IS PLURAL AND INTERNATIONAL. FRENCH-LANGUAGE SCHOOL STUDENTS ARE EXPECTED TO SEE THEMSELVES AS POTENTIAL ACTORS ON THE INTERNATIONAL STAGE IN A BROADENED FRANCOPHONIE.

Students and teachers must cultivate a social cohesion that recognizes interculturality and is characterized by open and democratic dialogue habits. Applied to educators' actions and attitudes, intercultural teaching methods contribute to social transformations which the Francophone community needs to attain the place it was granted by the Canadian constitution and to participate fully on the international stage in the era of globalization.

Such teaching methods help students develop global competencies that “will assist them in being able to meet the shifting and ongoing demands of life, work, and learning; being active and responsive to their communities at a range of levels from local to global; leveraging new technologies; engaging in meaningful relationships with people from countries and cultures around the world; acting responsibly to new challenges and issues; and embracing opportunities that do not yet exist.”³

THE COUNCIL OF MINISTERS OF EDUCATION (CANADA)'S GLOBAL COMPETENCIES

« Building on strong foundations of numeracy and literacy, global competencies at CMEC is a pan-Canadian effort to prepare students for a complex and unpredictable future with rapidly changing political, social, economic, technological, and ecological landscapes. »⁴

³ Global competencies. The Council of Ministers of Education, Canada

⁴ Ibid

NEW REALITIES

The OECD, the European Union and UNESCO agree that the realities of the digital age require the acquisition of new competencies. The organization C21 Canada, dedicated to learning and innovation in the 21st century, has endorsed this school of thought by publishing the results of important research on 21st century skill development. Titled [SHIFTING MINDS](#) (2012), the report states that Canadian learners need solid foundations in literacy, numeracy and science. However, world leaders now agree that henceforth, it is not enough to succeed in these three areas. The realities of knowledge and the digital age require a set of additional skills, about which there is strong agreement in the international community.

TO ACCESS SUCH KNOWLEDGE AND THEREBY SECURE THE CONDITIONS THAT ARE ESSENTIAL TO PERSONAL ENRICHMENT AS WELL AS THE SOCIAL PROGRESS AND ECONOMIC SUCCESS OF FRANCOPHONE COMMUNITIES AND SOCIETY AS A WHOLE, TEACHING PRACTICES MUST BE REVIEWED TO ENSURE MEANINGFUL LEARNING OF LASTING VALUE IN AUTHENTIC CONTEXTS.

CULTURE AT THE HEART OF LEARNING

The [Pan-Canadian Assessment Program](#) (PCAP) 2016, a pan-Canadian assessment of reading skills, revealed that Francophone students living in minority settings had lower results than their Anglophone counterparts in Canada and Francophones in Québec.⁵ Studies have shown these results are related to economic and sociocultural factors. In order to improve the academic performance of Francophone students in minority settings, they must be equipped with sociocultural skills that would help them use language and culture as instruments of learning, communication and personal development.

In response to these studies, the provinces and territories, through the French as a First Language Consortium under the leadership of the Council of Ministers of Education (CMEC), collaborate on various research projects and the creation of resources designed for teaching staff and students. It is in this context that the [Pan-Canadian Framework for Cultural Appropriation in French-Language Schools](#) (2012) was born. In 2019, this culture is intended to be plural.

⁵ The Pan-Canadian Assessment Program (PCAP) is a survey of the knowledge and skills of Canadian students in three core learning areas: reading, mathematics, and science. It was developed and is administered by the Council of Ministers of Education, Canada (CMEC). In the spring of 2016, approximately 27,000 students in Grade 8 (Secondary II in Quebec) from close to 1,500 schools across the country were tested. Reading was the major focus of the assessment. Mathematics and science were also assessed. Approximately 20,000 students responded in English and 7,000 in French. Students from all provinces participated in PCAP 2016; students from the territories did not participate in the assessment.

THE TEN PRINCIPLES OF A CULTURAL APPROACH TO TEACHING

1. Identity building is a personal process that results from a free, considered choice.
2. Schools rely on the curriculum to transmit culture.
3. Cultural appropriation by students is achieved through a process.
4. Students' own identity and culture are valued, regardless of their linguistic backgrounds.
5. Dialogue supports students' identity building.
6. Cultural heritage should be revisited using today's outlook and tomorrow's perspective.
7. Affirmation of cultural leadership of contributors stimulates students' identity-building processes.
8. Student engagement is stimulated by strong cultural models.
9. Cultural diversity is a source of development and enrichment for Canada's collective Francophone culture.
10. Mobilizing family, school, and community is essential for cultural transmission [and fosters the student's knowledge about himself and his cultural identity.]

THE CULTURAL APPROACH TO TEACHING DEFINES CULTURAL APPROPRIATION AS A PROCESS THAT HELPS STUDENTS DEVELOP KNOWLEDGE ABOUT THEMSELVES AND THEIR CULTURAL IDENTITY. IT IS NOT ABOUT APPROPRIATING A CULTURE, BUT RATHER ENCOURAGING STUDENTS IN THE CONSTRUCTION OF AN IDENTITY ALL THEIR OWN WITH THE HELP OF BENCHMARKS AND CULTURAL REFERENTS.

This initiative is founded on an approach that consists in designing and implementing teaching methods that are based on a set of principles. These take into account the linguistic and cultural aspects of francophonie and foster the students' appropriation of a French-language culture through prescribed learning.⁶

Students evolving in French-language minority schools need to find stability, continuity and warmth therein but also, and especially, cultural content that fuels their curiosity and personal reflection throughout their lives. This is why in the 21st century, French-language education can and must make youth aware of how a Francophone culture can serve as a springboard for their personal growth and overall development, an openness towards both themselves and the world.



⁶ This culture draws on multiple rich sources.

ENGAGEMENT AND LEARNING

THREE TYPES OF STUDENT ENGAGEMENT TOWARDS LEARNING:

1. **Social engagement** manifests as meaningful participation significative in school life
2. **Academic engagement** manifests as active participation in order fulfil the requirements of academic achievement
3. **Intellectual engagement** manifests as a serious emotional and cognitive investment in learning

Research on the processes that are activated during learning reveal that engagement ranks at the top of essential conditions. A study on this topic conducted by the EdCan Network is compiled in a series of research reports titled [QU'AS-TU FAIT À L'ÉCOLE AUJOURD'HUI](#) (2012), which look at the different manifestations of student engagement in their school life. According to this study, the traditional school system has placed greater emphasis on youth's social and academic engagement.

These two types of engagement can be seen in the manifestation of a sense of belonging to the group and the school, participation in school life through sports and clubs, positive friendships, classroom attendance, positive homework behaviours, and the importance attached to the value of academic results. Behaviours that result in social and academic engagement are systematically encouraged by a teaching and evaluation approach that attaches more importance to students' behaviours and results (marks) than on learning itself.

This same study clearly shows that in order to make way for real learning that is authentic and of lasting value, students must engage intellectually. This type of engagement manifests as a serious emotional and cognitive investment in learning.

Teaching methods however must be directed to in-depth learning – not only intellectual. Such learning draws on education research on the way people learn and the necessary elements for student engagement in their community.

“SCHOOLS SHOULD BE PLACES WHERE STUDENTS COMPLETE REAL WORK – WORK THAT HAS BOTH IMAGINATIVE AND SUBSTANTIVE MEANING, THAT LEVERAGES NATURAL CURIOSITIES INTO DEEP LEARNING, AND THAT BUILDS THE INTER- AND INTRA-PERSONAL SKILLS REQUIRED FOR SUCCESSFUL PARTICIPATION IN SOCIAL, ECONOMIC AND CIVIC LIFE”⁷

⁷ Mehta, J. et S. Fine, « Teaching differently... Learning deeply », Phi Delta Kappan, 2012, vol. 94, no 2, pp. 31-35.

LINKS BETWEEN SCHOOL AND COMMUNITY

In fulfilling their mandate, French-language schools have every interest in forming close alliances with the Francophone communities they serve. Such collaboration would aim to increase authentic learning opportunities for all learners, while fostering in everyone a greater awareness of the French fact and the issues faced by the local, national and international Francophone community.

The [Table nationale sur l'éducation](#) is the originator of an initiative that values the two-way relationship between the school and the community.

The [civic community school](#)⁸ (2011), as defined by a group of researchers, is a place for learning, socializing and identity building in harmony with the community it serves. It contributes to learners' success, helps their communities flourish, and fosters the emergence of an overarching awareness of solidarity. To these ends, it engages and mobilizes the learners themselves, school staff, parents and local partners.

The vision of civic community schools is an invitation to perceive and do things differently. It represents a social transformation that neither the education system nor any component of the community could achieve individually. The success of civic community schools is dependent on the collaboration and leadership exercised by all stakeholders and a willingness to adopt a new approach to teaching.

In terms of learning, implementing the cornerstones of civic community schools provides learners with real opportunities for intellectual engagement and personal growth. Learning in authentic contexts, designed from the community's own resources, is a way to support learners in the acquisition of important learning skills and life skills, such as motivation to produce original work, critical thinking, collaboration, civic activity, risk-taking, experimentation, autonomy, self-assurance and engagement. To create such conditions that foster real learning of lasting value, it is essential that teaching practices be reviewed to provide today's learners with creative, innovative, authentic, dynamic and modern experiences and learning environments.

⁸ [Civic community school details: www.ecc-canada.ca](http://www.ecc-canada.ca)

THREE AIMS OF CIVIC COMMUNITY SCHOOLS



SUCCESS

Overall success of not only pupils, students and learners, but also their families, teaching staff and members of the community.⁹



A LEARNING CONTINUUM

Success fits within a perspective of learning as a continuum that begins before birth and continues throughout life. The creation of spaces that are conducive to learning requires awareness-raising in – and the mobilization of – the entire community.



SOCIAL, CULTURAL AND COMMUNITY ENGAGEMENT

The child, student, learner, parents and families, school staff and members of the community critically and democratically commit to lifelong learning, the blossoming of culture and the vitality of their community.

STRENGTHS

THE 2005 EDUCATION SUMMIT (ACTION PLAN – ARTICLE 23)

Since its creation, the French-language education system has tasked itself with a wide variety of projects to be undertaken to ensure its future. At the heart of these actions, national Education Summits were held in 2005, 2012 and 2017.

At each of these meetings, teaching methods emerged as an important priority for Francophone and Acadian communities. The work ensuing from the Action Plan — Article 23¹⁰ has resulted in many important efforts and accomplishments. Documented in the compilation *L'école de Raphaël* (2012), these advancements are structured around the following key objectives:

1. Developing a common framework of cultural appropriation mechanisms in order to influence the curriculum.
2. Developing a definition of teaching methods specific to French-language schools as well as training tools to help the teaching staff take ownership of it.
3. Creating a national strategy on educational resources for French-language schools that includes a search engine for discovering resources to support the francisation of students in a minority and multilingual context.

⁹ Inspired by the work of Martin Seligman, well-being and happiness are recognized as serious and legitimate goals to focus on in educating our youth. This is about the resilience of Francophone individuals and communities.

¹⁰ [This action plan evolved out of the 2005 Education Summit](#)

Provincial and territorial Ministries of Education concerned with the Action Plan — Article 23 mandated the Canadian Teachers' Federation (CTF) to assume responsibility for the second component – teaching methods per se.

This initiative, spread over four years, brought together four key committees made up of members of French-language school teaching staff from across Canada and top researchers in the field.

In addition, the presentations made as part of this work allowed for consultation with a large number of people throughout the country and from different fields.

CHALLENGES

1. REINFORCING THE SYSTEM'S CAPACITY FOR OWNERSHIP AND INTEGRATION OF TEACHING ELEMENTS THAT ARE SPECIFIC TO FRENCH-LANGUAGE SCHOOLS

- **PROFESSIONAL DEVELOPMENT FOR TEACHING STAFF**

The main challenge in this area will be to find ways for the teaching staff of French-language schools to take ownership, in the coming years, of the research outcomes that led to a definition of teaching methods specific to French-language minority schools.

- **PROFESSIONAL DEVELOPMENT FOR SCHOOL PRINCIPALS**

It is important to collaborate with school principals and develop with them a means by which they can provide concrete support to staff and Francophone students in their learning.

- **APPROACH FOR PERSONS RESPONSIBLE FOR THE INITIAL TRAINING**

To effectively reach teacher education centres, it is important to consider a user-friendly guide designed for faculties in order to adequately prepare future teachers.



INTERSECTORAL COLLABORATION¹¹ :

As noted by committee members who participated in the development of the [PELF](#), to strengthen systemic capacity, many other sectors need to be made aware of the need to implement pedagogy and learning strategies that promotes social transformation.

WITH PARENTS



Any changes in the school must be implemented in a spirit of collaboration with parents. A major educational shift brought about in the context of ato work closely with this group to plan tools that meet their needs.¹²

WITH COMMUNITY LEADERS AND WORKERS



One of the priorities of community action must be to foster youth engagement. In order for such efforts to be felt in the community, it is important for leaders and workers to fully understand the paradigm shift and be receptive to it.¹³ Such training must be developed jointly with these groups in order to be adequately responsive to their intentions and their learning contexts.

WITH YOUTH



Schools an being important social environment, it is essential to maintain an ongoing dialogue with youth to ensure they are aware of the transformations proposed by an educational project specific to the Francophone community.

WITH MINISTRY CURRICULUM DESIGNERS



The curriculum being the primary reference source for teachers, it is important to equip them with the best intervention strategies to use with students. As well, curriculum designers create policy documents and resource supports aimed at mastering the French language and the development of identity building and the cultural approach.

¹¹ [On a humorous note, learn more about intersectorality. \(Video in French\)](#)

¹² [See comments and demands of parents as part of the Consultation sur l'aménagement linguistique dans les écoles de langue française en Ontario.](#)

¹³ This must include the possibility of having an identity-building approach that assigns a legitimate place to hybrid, “multiple” or “fluid” identities. A broader range of ways to be Francophone must be recognized.

WITH PERSONS RESPONSIBLE FOR CULTURAL ACTIVITIES AND IDENTITY BUILDING



Cultural and identity building activities proposed by staff members vary greatly from region to region in Canada. The cultural approach study demonstrates the potential of cultural promotion when it is well structured and linked to the prescribed learning. A national strategy that builds on the most successful experiences would enhance the relevance of these services. Such a strategy should include the importance of developing professional intercultural skills.

WITH PERSONS RESPONSIBLE FOR THE EARLY CHILDHOOD SECTOR



The early childhood sector is the ideal environment for the development of language and a first sense of community affiliation. The opportunities that present themselves for developing tools likely to foster effective interventions in this context will therefore have to be explored further.

WITH PERSONS RESPONSIBLE FOR POST-SECONDARY EDUCATION



Post-secondary institutions have an obvious interest in collaborating with the education sector, prime source of the majority of students. This transformational teaching method must therefore provide a reference framework for colleges and universities to help them follow suit and also become springboards for the empowerment and self-determination of the Francophone community.

INCREASED ACCESS TO EDUCATIONAL RESOURCES SPECIFIC TO FRENCH-LANGUAGE SCHOOLS

Alongside teaching methods and learning designed for French-language schools, educational resources¹⁴ support the school's actions.

These are often designed for a clientele whose needs are very different from those of French-language schools (works that are adapted, translated from English or designed for Québec students). As they are important support tools, they must reflect the environments and contexts, as well as the desired social transformations.

¹⁴ The resources put forth as part of the PSELF are not limited. Many other resources, tools and training programs related to the Teaching/Learning strategic priority are available.

RELEVANCE INDICATORS

Relevance indicators are statements that serve to give an opinion on a project's value. Thus, stakeholders in all education settings who play a direct or indirect role in teaching/learning rely on such indicators to guide the design, execution, appropriation, use or evaluation of all resources, initiatives and strategies aimed at achieving the strategic plan's objectives on French-language education.

RELEVANCE INDICATORS IN TEACHING/LEARNING

By focusing on high-quality contextualized learning, Francophone learners of all ages will be able to thrive in contexts that:

1. RAISE AWARENESS AND CREATE A DESIRE TO ACT ON THE FRANCOPHONIE'S REALITIES

Proposed learning situations highlight the opportunities and issues of the francophonie in Canada and elsewhere, and the reality of Francophones of all backgrounds. Such learning situations suggest ways and opportunities to contribute to the advancement and vitality of the status of the French language and the francophonie in all its diversity.

2. DEVELOP A SENSE OF CONFIDENCE AS WELL AS AN UNDERSTANDING OF, AND PRIDE IN, THE USE OF THE FRENCH LANGUAGE

Learning situations allow for the exploration of the French language's different registers (colloquial/popular/informal; formal/correct/customary; technical/specialized/literary) by associating them to appropriate contexts. Such practices welcome the spontaneous use of the French language with its accents, expressions and regionalisms, and encourage learners to engage confidently in an ongoing process leading to the evolution of French language skills and a lasting bilingualism.

3. FOSTER THE CONSTRUCTION OF A FRANCOPHONE IDENTITY IN ALL ITS DIVERSITY

Learning situations focus on teaching methods that are both sensitive and adapted to the culture in order to foster the construction of a Francophone identity in all its diversity.

4. DEVELOP ESSENTIAL 21ST CENTURY SKILLS

Learning situations reflect contemporary realities by creating conditions that help learners develop skills that are essential to their personal growth and their social, economic and cultural participation in the development of the Francophone community and society as a whole.

5. FOSTER LEARNERS' SOCIAL, ACADEMIC AND INTELLECTUAL ENGAGEMENT AND AUTONOMY

Learning situations foster social, academic and intellectual engagement on the part of learners and help increase their autonomy in the pursuit of academic success and personal growth.

6. FOSTER PARTNERSHIPS WITH THE COMMUNITY

LEARNING SITUATIONS FOCUS ON STRONG PARTNERSHIPS WITH THE COMMUNITY WHILE FOSTERING LOCAL, NATIONAL AND INTERNATIONAL COMMUNITY ENGAGEMENT.

1. Identification of resources, existing or under development, that take relevance indicators into account and whose use is likely to contribute to the achievement of intended outcomes.
2. Phase of the action plan addressing the distribution and promotion of identified resources.
3. Identification missing resources that would likely contribute to the achievement of intended outcomes.
4. Phase of the action plan addressing the development, distribution and promotion of the missing resources identified.

THE FUTURE OF THE TEACHING/LEARNING SNAPSHOT* :

This teaching/learning snapshot is constantly evolving in order to respond to the current context of French-language minority schools.

Looking to the future, the Tripartite Committee, responsible for implementing the strategic plan for French-language education, will look at integrating diversity into the teaching practices of French-language minority schools.

INTEGRATING AN ABORIGINAL PERSPECTIVE INTO THE CLASSROOM

The field of education is one of the best avenues to promote reconciliation with Aboriginal peoples. Schools help youth to learn facts and ask questions about Aboriginal history and culture in order to “pave the way to living together better in Canada.”

To achieve this, the field of education has a great need of support from society, awareness, teacher training, Francophone resources, and projects and initiatives to ensure reconciliation with Aboriginal peoples.

To orient the integration of an Aboriginal perspective into the classroom while avoiding cultural appropriation, school staff training initiatives should be based on the Truth and Reconciliation Commission’s calls to action. More than 33 of the 94 calls to action are related to the field of education.

DIVERSITY IN AN EDUCATIONAL CONTEXT

Teaching/learning approaches must explicitly address diversity in all its forms in order to contribute to the development of strong, open, and democratic dialogue habits in the classroom and counter inward-looking attitudes.

Teaching methods that are both sensitive and adapted to the culture, and take into account the minority Francophone culture, ethnocultural diversity and multiple identities, would contribute not only to student learning, but also to identity building in all students.

* Inspired by presentations to the Tripartite Committee in May 2019 by: Nathalie Sirois, equity and human rights leader at the Conseil des écoles publiques de l’Est de l’Ontario (CEPEO), Émilie Deschênes, consultant and school management and intercultural management specialist, and Mona Moquin, Métis teacher at the Franco-Manitoban School Division.

Definition

In the context of the Strategic Plan for French-Language Education, the term resource means:

Any means – foundation document, training strategy, implementation guide, initiative model, research reports, expertise, etc. – likely to support the implementation of an intersectoral strategy for French-Language education put forward by Francophone and Acadian community partners.

PÉDAGOGIE À L'ÉCOLE DE LANGUE FRANÇAISE (PELF) (PEDAGOGY FOR FRENCH-LANGUAGE SCHOOLS)
Canadian Teachers' Federation

DESCRIPTION	TYPE OF RESSOURCE	INTENDED FOR	COMMENTS
A pedagogy model designed for minority contexts. Based on the latest education research, it rallies together parents, communities and school partners.	A training concept presented on a Web platform that combines theory and avenues for practical application.	1. Teaching staff of French-language schools and post-secondary institutions 2. Parents 3. Community partners	Pan-Canadian resource that concretely supports the objectives of the PSELF's Teaching/Learning stream and may contribute to the achievement of the Identity-building stream objectives.

PAN-CANADIAN FRAMEWORK FOR CULTURAL APPROPRIATION IN FRENCH-LANGUAGE SCHOOLS
Council of Ministers of Education, Canada (CMEC)

DESCRIPTION	TYPE OF RESSOURCE	INTENDED FOR	COMMENTS
A project targeting cultural appropriation and identity building that provides tools for implementing a cultural approach to teaching.	The project consists of 4 tools: <ul style="list-style-type: none">- a professional devel-opment website- a pan-Canadian data-base of cultural refer-ents;- a database of learning strategies, and- a foundation docu-ment.	1. School staff (teachers, principals, guidance counsellors, those responsible for cultural promotion and community development, support staff) 2. Teaching staff of post-secondary institutions 3. Curriculum designers 4. All educators	Pan-Canadian resource that concretely supports the objec-tives of the PSELF's Teach-ing/Learning stream and may contribute to the achievement of the Identity-building stream objectives.



CONSORTIUM NATIONAL DE DÉVELOPPEMENT DE RESSOURCES PÉDAGOGIQUES EN FRANÇAIS AU COLLÉGIAL (CNDRPFC)

Réseau des cégeps et des collèges francophones du Canada (RCCFC)

DESCRIPTION	TYPE OF RESSOURCE	INTENDED FOR	COMMENTS
To help ensure students and teachers in French community colleges in minority settings in Canada have access to appropriate and high-quality learning materials, the CNDRPFC initiative makes available a bank of educational resources developed by teachers as well as resources that are translated or adapted to the needs of French colleges.	The resource consists of a bank of learning materials found via search engine by course category or by teaching module, which can be purchased and downloaded.	1. Teaching staff of French colleges	A password-accessible pan-Canadian resource reserved for students and staff of Canada’s French colleges.

ÉDUCATION POSTSECONDAIRE DE LANGUE FRANÇAISE : ACCÈS ET TRANSITION

The Association des collèges et universités de la francophonie canadienne (ACUFC), the Réseau des cégeps et des collèges francophones du Canada (RCCFC) and the Fédération nationale des conseils scolaires francophones (FNCSF)

DESCRIPTION	TYPE OF RESSOURCE	INTENDED FOR	COMMENTS
The resource consists of a research report presenting a review of the literature on the transition to post-secondary studies in French and the factors that influence young Francophones and francophiles’ choices	A research report that includes: 1. General findings 2. Avenues for reflection 3. Successful or promising practices	Teachers and administrators of French secondary and post-secondary educational institutions	Pan-Canadian resource that can serve as a starting point for reflection on the access and transition to post-secondary studies in the context the PSELF’s continuum goal.

TROUSSE DE FORMATION EN FRANCISATION – PAN-CANADIAN FRENCH AS A FIRST LANGUAGE PROJECT

Council of Ministers of Education, Canada (CMEC)



DESCRIPTION

Kit presenting a variety of francisation and teaching methods in minority settings to help students whose level of spoken French is limited to improve their basic language proficiency and their cultural understanding so as to successfully integrate into the French-language education system.

TYPE OF RESSOURCE

A 4-part training kit that includes:

1. A training program
2. Training scenarios
3. A teacher's diary
4. A review of the situation

INTENDED FOR

Teaching staff working with students from JK to Grade 12 who have francisation needs

L'AUTO-ÉVALUATION : REPENSER NOS CONNAISSANCES

EdCan Network

DESCRIPTION

This tool provides practical educational tips to help teachers and their students learn to use assessment to develop an awareness of, and to better control, their learning activities at all stages. The goal is to improve students' abilities to effectively self-assess and self-regulate.

TYPE OF RESSOURCE

A pan-Canadian resource available free of charge online that consists of a discussion kit and an evaluation grid.

INTENDED FOR

1. Teaching staff

COMMUNICO - TROUSSE DE FORMATION EN COMMUNICATION ORALE

Council of Ministers of Education, Canada (CMEC)

DESCRIPTION

This professional development training kit in oral communication in French-language minority schools aims to put into practice educational interventions that foster oral communication in the classroom to support students' identity development.

TYPE OF RESSOURCE

COMMUNICO proposes interactive activities, tables, discovery tools, checklists and planning aids to support teaching in oral communication. It also suggests ways to mobilize the school, teaching staff, students, families and communities around the development of French language proficiency and academic success.

INTENDED FOR

1. Teaching staff and educators working with students from Junior-Kindergarten to Grade 12 in French-language minority schools.

TARGETED RESOURCES FROM OTHER STRATEGIC PRIORITIES THAT IMPACT ON TEACHING/LEARNING

BANQUE D’ACTIVITÉS PÉDAGOGIQUES (BAP) (EDUCATIONAL ACTIVITY DATABASE)

Association canadienne d’éducation de langue française (ACELF)

DESCRIPTION

This Pan-Canadian resource consists of a directory of over 600 specialized Francophone identity-building educational activities. As each activity is linked to a school subject, the BAP provides teaching staff with exciting ideas to lead students to reflect on their personal and cultural identity, while developing their sense of communication, engagement and leadership.

TYPE OF RESSOURCE

The BAP is an ever-evolving interactive bank that contains activities aimed at 7 age groups corresponding to early childhood, the elementary and secondary levels and literacy. It links to many school subjects and explores a range of themes.

INTENDED FOR

Teaching staff working with early childhood, primary and secondary school students.

COMMENTS

The resource proposes educational classroom activities. Many search engines are available, including by school subject and age group.

STRATEGIC PRIORITY: IDENTITY BUILDING

- [Trousse du passeur culturel](#)
- [Trousse Des enfants en art](#)
- [Voyage en francophonie canadienne](#)
- [Ma vie en français](#)
- [Comprendre la construction identitaire](#)
- [Stages de perfectionnement](#)
- [National Francophonie Week](#)
- [The Voir grand series](#)
- [Échanges francophones](#)

Strategic priority: Cultural diversity

- [Programme d’appui aux nouveaux arrivants \(PANA\)](#)
- [Enseigner aux élèves réfugiés](#)
- [L’accueil, l’accompagnement et la mise à niveau scolaire des apprenants nouveaux arrivants dans les écoles offrant le programme français](#)

Area: Early childhood

- [La qualité, ça compte!](#)
- [Une carrière en petite enfance, ça se joue en français](#)
- [Apprendre à jouer et jouer pour apprendre](#)
- [Instrument de mesure du développement de la petite enfance \(IMDPE\)](#)