

French-language Services Plan

2018–2019

Department of
Education and Early
Childhood Development



Message from the Deputy Minister

I am pleased to present the *French-language Services Plan* for 2018-2019 for the Department of Education and Early Childhood Development. This yearly plan is required by the *French-language Services Act* (2004) and its associated [regulations](#).

Within the department, the French Programs and Services Branch is responsible for the coordination of French first language and French second language curriculum development, for the Official Languages programs and for translations of all departmental publications. Like other departments' plans, ours is informed by the objectives of the *Nova Scotia Strategic Plan for French-language Services for 2013–2018*. In addition, our department's plan is aligned with *Nova Scotia's Action Plan for Education*, as well as with the operational plan for the FPS branch.

Cathy Montreuil,
Deputy Minister
Education and Early Childhood Development

Introduction

The structure of this *French-language Services Plan* is determined by Sections 5, 6 and 7 of the [French-language Services Regulations](#).

Reporting on goals and activities for the previous fiscal year (2017-2018) was determined by the [Nova Scotia Strategic Plan for French-language Services 2013-2018](#). The strategic objectives in that plan were as follows:

- Objective 1 – Leadership and policy direction: Champion and support the planning, administration, and policy development frameworks for the implementation of the French-language Services Act and Regulations.
- Objective 2 – Availability and accessibility of French-language services: Increase the prevalence and awareness of French-language services through active offer, communications, printed and electronic material, and by increasing the capacity of the public service to offer services in French.
- Objective 3 – Community engagement and outreach: Encourage the participation of the Acadian and francophone community in the development of government policies with a view to improving the delivery of services in French

In 2018, Nova Scotia developed a new strategic plan for French-language services for 2018-2023. The planning of goals and objectives for this year's *French-language Services Plan* (2018-2019) for the Department of Education and Early Childhood Development (EECD) will therefore be based on the following new strategic objectives:

- Objective 1 – Leadership Support to internal administrative structures: strengthening the policy, legislative and administrative frameworks
- Objective 2 – Support the development, planning, and delivery of French-language services to the public
- Objective 3. Communications and consultations with the francophone community.

While all designated public institutions are required to produce annual French-language services plans based on the above objectives, these plans are expected to reflect individual departments' approaches and priorities. For this reason, EECD's plan also *reflects* [Nova Scotia's Action Plan for Education](#), as well as the reports [Raise the Bar](#) and [Students First](#).

Responses to French Requests

The following principles guide the department with respect to communicating and publishing in French:

- All correspondence (paper or electronic) received in French must be replied to in French.
- Requests to communicate orally in French from the public are, to the extent possible, handled by bilingual staff.
- Translations of any information material (paper or electronic, including the website) intended for the public must be arranged through EECD's French-language services coordinator (FLSC).
- English and French versions of EECD documents are released simultaneously.
- Staff of the FPS branch should be included in the developmental stage of any project, initiative or policy, so that adaptations and translation requirements could be reflected in all workplans, to allow sufficient time for documents to be prepared, edited and verified before the intended date of distribution.
- All documents originating in English that will be used by the Conseil scolaire acadien provincial (CSAP) and its stakeholders are also provided in French. The same applies to public documents such as official statements by the minister's office, as well as regular letters to regional education directors from the offices of the Minister and the Deputy Minister.
- Requests for translation from within EECD should be made by the person responsible for the original English document. Normally, translation would only be done on a finalized version of the original document in Microsoft Word format.

These principles stem from the department's internal [French-language Services Policy](#), developed in 2009 and revised in 2011, while taking into account new developments such as the creation of the TranslationEDUC portal (see below).

French-language Services Inventory

EECD is a unique department, in the sense that there is staff dedicated to translation and editing services, rather than treating French services as an add-on. This staff is housed within the French Program Partnerships Division within the French Programs and Services Branch.

EECD is also unique in that almost all of its communications and publications are issued in both English and French at the same time, since our French first language students, teachers, administrators and staff, as well as parents and guardians of those students, are part of a “public” to whom French-language services are directed. Nova Scotia also has a significant number of francophiles who choose to enroll their children in French immersion programs. So, it is critical to ensure services that meet their needs as well.

The creation of a French Program Partnerships division within the FPS branch in 2016-2017 was followed in 2017-2018 by the hiring of two more translators to address the increased volume of translation requests.

The FPS branch has the responsibility to ensure the timeliness and quality of translation of all departmental publications, whether they are curricular, corporate, or community in nature, or which are used for French first language and French second language education. The hiring of a French editor in 2016-2017 has greatly improved EECD’s capacity to offer high-quality services in French.

While most of the translations done for EECD are handled by in-house translators, requests are occasionally sent to the translation team at Communications Nova Scotia (CNS). For instance, *Raise the Bar*, written by Dr. Avis Glaze, was translated through a private translation company, coordinated by CNS.

One of the new translators was hired to meet the translation needs of the Commission on Inclusive Education (CIE) and the Council to Improve Classroom Conditions. Due to the sheer volume of work and the tight deadlines, the interim and final reports of the CIE were translated through a private company contracted by CNS, while the consultation summaries, appendices and most of the academic reviews associated with the final report were translated by the FPS branch.

CNS also produces news releases and FAQ’s about activities or initiatives of EECD. Decisions about issuing them in French follow the guidelines of CNS and the French-language services regulations.

In these ways, the challenge of maintaining a timely, high-quality translation service continues to be met.

The new *Provincial Student Attendance and Engagement Policy* was a key initiative of EECD in 2017-2018. The Student Services division created nine PowerPoint presentations for attendance support workers and other stakeholders, which have been translated for CSAP.

As in previous years, there was particular emphasis on supporting the initiatives and changes outlined in *Nova Scotia's Action Plan for Education*, in the form of developing realigned curricula for the entire school system and supporting classroom materials. Major curricular documents in such subject areas as visual arts, science and math were translated by the FPS branch and revised by teachers who would be using them in the classroom.

The *Framework of Teaching Standards* reflects the obligation of French first language teachers to use a pedagogy reflective of the development of minority language learners and terminology specific to the CSAP context.

Other successes this year included:

- creation of the portal “TranslationEDUC” to make it easier to process and track the growing volume of translation demands
- participation by the FLSC and other coordinators in interview training, conducted by the Public Service Commission, with the aim of building increased interviewing capacity in French across government
- assistance to other branches with French-language interviewing, by request
- availability in French of the online survey that was part of the process of public consultations by Dr. Avis Glaze
- availability in French of online surveys by the Early Years Branch (EY branch) dealing with the government’s pre-primary program, and of FAQ’s explaining the increase in the number of pre-primary locations
- creation of a number of French tweets transmitted by @nseducation

The FLSC, the directors in FPS branch and several consultants regularly draw on both internal (EECD) and external (Statistics Canada) data for information about enrolment in French programs, bilingualism rates in Nova Scotia and Canada, and other trends in the linguistic landscape. The FLSC used data from the 2016 Census to present statistical profiles of different parts of Nova Scotia (“Acadie by the numbers”) to other French-language services coordinators, and later helped some coordinators find those data on Statistics Canada’s website.

For more information about the department’s inventory of French-language publications, personnel and activity, including this plan, please contact:

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Progress in Reaching Goals and Objectives for 2017–2018

Last year's *French-language Services Plan* described the creation of the French Program Partnerships division within the FPS branch. The new division complements the French Second Language division, supports French first language programs where required and nurtures partnerships with other branches, with regional centres of education and with other stakeholders. Although the two divisions have separate mandates, they are interdependent.

In 2016-2017, work began on a new website for the FPS branch, integrating French first language and French second language, as reported in that year's plan. In the summer of 2016, the timing changed, following the creation of new guidelines for all government websites. In 2017-2018, FPS branch employees kept in touch with new developments with respect to EECD's website, and continued to ensure that accurate, timely French translations of important material, such as the *French-language Services Plan*, the internal *French-language Services Policy* and links to the Odyssey and Explore programs were still available on the website.

The FPS branch is also committed to mentoring francophone and francophile high school co-op students. Last year's plan called for an increase in the number of co-op students to be mentored by FPS branch staff over the course of school year. The outcome is that a co-op student has worked with the FPS branch in every semester.

Last year's *French-language Services Plan* called for an improved partnership with regional publishers such as Bouton d'Or Acadie, to identify, list and purchase resources that reflect the Acadian culture for both French and English classrooms. To this end, one of the French second-language consultants organized a Club de lecture for grades 7 to 9, using several novels published by Bouton d'Or Acadie. The club is a group of teachers who read and evaluate novels in order to put them on the School Book Bureau's approved list of books.

Objective 6 of the EY branch's document *Capable, Confident and Curious* states that "Acadian and Francophone children in French minority language communities develop strong foundations in French," and provides examples of how early childhood educators in French first language programs can promote this learning. Following the release of the pilot document in 2017-2018, the FPS branch worked with the EY branch to ensure that recommended practices in oral language development and play in early elementary classrooms (P-2) were congruent with EY branch curricula and appropriate for English, French Immersion and French first language settings.

Staff in the FPS branch continued to work on initiatives to improve services and resources for stakeholders. For instance, the main Treaty Education resource book, *Teaching About the Mi'kmaq*, was translated into French, and will be printed and distributed in 2018-2019. This is part of our ongoing commitment to work with African Canadian Services division (ACSD) and Mi'kmaq Services division (MSD) to identify and infuse, in a timely manner, classroom

resources in French that reflect Culturally Responsive Teaching (pedagogy), and encourage the creation of culturally relevant support networks for French first language and French second language learners.

The operational plan of the FPS branch includes, as one of its key activities, the encouragement of students, parents, teachers and EECD employees to participate in a variety of French-language and cultural learning activities. In 2017-2018, sixteen EECD employees took a total of 26 French courses. The level of difficulty ranged from beginner to advanced conversation. French-language courses for provincial employees are taught at Université Sainte-Anne, and the funding is administered by the Office of Acadian Affairs and Francophonie (OAAF).

In addition, weekly “Lunch and Learn” sessions were organized by an employee of the branch, in order to provide other EECD employees with the opportunity to practice their French conversational skills.

The DELF (Diplome d'études en langue française) is an international standardized test of proficiency in French. EECD has been an official DELF exam centre since 2009. DELF is offered to grade 12 students officially enrolled in French second language programs (Core French, Immersion, Integrated French) in the seven anglophone regional education centres, and Nova Scotia students continue to perform well on these international standardized tests. The CSAP does not currently offer DELF to its students. Guided by the *Action Plan*, interest in the DELF has grown steadily since its inception in Nova Scotia. EECD is one of only two ministerial exam centres in Canada that fully fund DELF for its students, and has one of the highest numbers of participants per jurisdiction in Canada.

The Official Languages programs, including Explore, Odyssey and Destination Clic, are managed within the French Program Partnerships division, and benefit from the active support of other FPS branch staff. In addition to face-to-face recruitment in schools and post-secondary institutions, promotion agents use various activities to maintain the visibility of the programs and make potential participants aware of deadlines to apply. Between September 2017 and April 2018, promotion agents made 41 presentations to high school students and 72 presentations to postsecondary students. There were 34 kiosks in various locations, including at the AGM of the Fédération acadienne de la Nouvelle-Écosse and at a Welcome to Downtown BBQ organized by Downtown Halifax.

Members of the promotional team also met with the ACSD and the MSD to discuss the promotion of the Official Languages programs, recognizing that both groups are under-represented in the candidate pools for these programs. In the case of the ACSD, these meetings led to the identification of sources of financial support for young African Nova Scotians who might be interested in the programs, covering expenses not already covered by the Explore bursary.

In the same vein, the branch participated in a booth organized by the Student Services division for Take Your Kids to Work Day. This had a dual purpose: to increase interest in some of the Official Languages programs and to encourage young people to pursue careers that depend on an in-depth knowledge of French. As part of this activity, the editor, one of the translators, and the two promotion agents for the Official Languages programs spoke to students from across the province, including those from the CSAP. Additional information about pathways to working in translation, through Université de Moncton or Université Sainte-Anne, were obtained by the FPS branch for distribution at this event.

Based on the recent experience of the FPS branch, a case study was developed to show how a FLSC could play a connector role in bridging French second-language education and mandated French-language services. This case study was presented to the French-language Services Coordinating Committee (FLSCC), which brings together French-language services coordinators from the entire provincial government in monthly meetings. One of the coordinators who attended that presentation noted, “when you promote the role [of the FLSC], you promote the obligation [to offer French-language services].” While this presentation was not a specific goal for 2017-2018, it contributed to the overall goal of promoting of French-language services.

Other activities, on the part of other branches and divisions, that provided or promoted French-language services in 2017-2018 were:

- EECD’s Student Services division developed and launched a new bilingual SchoolsPlus website, as well as brochures and other materials.
- SchoolsPlus produced a quarterly newsletter in both French and English and ensured there was material provided in French for several key training opportunities, including Roots of Empathy, Friends for Life and Headstrong.
- The translation of letters calling for participation in the Lieutenant-Governor’s Respectful Citizen awards (managed by the Student Services division) was particularly appropriate, since it supported the efforts of this province’s first Acadian Lieutenant-Governor.
- An employee of the Student Services division benefitted from assistance from the FPS branch, who identified a French Immersion school where she could volunteer.
- The EY branch arranged for the translation of several documents, such as the *Standards for Early Childhood Education Post-Secondary Programs*, amendments to the Day Care Act and Day Care Regulations, revisions to the *Licensee Manual for Regulated Child Care Settings*, revisions to *Reporting and Investigating Allegations of Abuse and Neglect in Regulated Child Care Settings* and the documents for the *Quality Matters* program (which included a PowerPoint presentation).
- The EY branch continued to provide French Early Intervention Development Services to families in the Clare and Argyle regions.
- The Education Innovation, Programs and Services Branch collaborated closely with the FPS branch in the co-development of the curriculum for grades 7 and 8.

Objectives to improve French-language services in 2018–2019 and measures planned to reach those objectives

As noted in the introduction, the planning of goals and objectives for 2018-2019 are based on slightly different strategic objectives from those used in 2017-2018, as mandated by the new Strategic Plan for French-language Services 2018-2023. The new objectives are: Support to internal administrative structures (strengthening the policy, legislative and administrative frameworks); Support the development, planning, and delivery of French-language services to the public; and communications and consultations with the francophone community.

The development of a French-language education strategy to reflect the priority of both French first language and French Immersion for the province, as outlined in *Raise the Bar*, is reflected in the FPS branch operational plan for 2018-2019. This is one way that EECD is supporting the second strategic objective mentioned above.

The work of revamping EECD’s website has already begun. There are two leads in the FPS branch who are attending training sessions organized by CNS. This is part of the effort of ensuring French content on government websites, and will help ensure simultaneous publication of all content offered in both French and English. This supports the third strategic objective, namely, communications and consultations with the francophone community.

Plans are underway for lunch and learn sessions for EECD staff, aimed at helping employees who have some knowledge of French with composing emails in French (e.g., salutations, greetings, how to end an email, and other useful skills). This supports the second and third strategic objectives, as well as reflecting one of the key activities of the FPS branch’s operational plan, namely, “to encourage students, parents, teachers and EECD employees to participate in a variety of French-language and cultural learning activities.”

Department-wide goals with implications beyond the FPS branch (and the strategic objectives that they support) include:

- Increasing the profile of French services by creating a list of employees who can provide a service in French, reiterating the revised process for translation requests (TranslationEDUC), recognizing those who are taking French classes and by making presentations to senior management about the French-Language Services Human Resource Guidelines available on MyHR, which include ways of determining if French should be listed as an asset or a requirement in job postings (first objective)
- Continuing to increase the presence and visibility of French programs and services by participating in community and government events such as Take Your Kids to Work Day, Acadian community events, Halifax Regional Municipality events, activities associated with FIN and activities associated with Canadian Parents for French (second and third objectives)

- Continuing to increase the efficiency and quality of translation services by acquisition of Jive Fusion, a translation memory software, whose use will improve consistency in terminology (third objective)
- Continuing to hire high school and postsecondary co-op students for work terms in each semester (first objective)
- Continuing to work with other branches that are developing resources for specialty areas or working with third-party partners so that allowances are made for translations, adaptations or equivalent French resources at the planning stage, as called for in EECD's internal French-language policy (all three objectives)
- Promoting the French-language services plan within the branch and within EECD, as a way of bridging French second language and the requirements of providing French-language services (second and third objectives)
- Increasing French content in SchoolsPlus by launching a French video to be used for orientation sessions, and continuing to produce quarterly newsletters in French and English (second and the third strategic objective).
- Maintaining French content and resources in the early years sector by translating competency profile and tools to support the new process for Recognized Prior Learning, revisions to *Capable, Confident and Curious* and its related educators' guide to the Nova Scotia Early Learning Curriculum Framework, and resource materials related to the curriculum framework (all three of the strategic objectives).

Priorities of the Acadian and Francophone Community

Due to our commitment to Acadian, francophone and francophile communities, many of the “French-language services” reported in these plans year after year involve support for students, teachers, administrators and staff in the school system, as well as students’ parents and guardians. Students’ ability to communicate fluently in both official languages enhances their employability and contributes to the cultural diversity of the province.

Nova Scotia is proud to have a provincial school board dedicated to the education and culture of French first-language students. The CSAP aims to offer a quality education to students while also helping them develop pride in and commitment to the French language, their culture, and their community.

In March 2018, the provincial government introduced an act specifically for the CSAP, based on the second recommendation in *Raise the Bar*. This is the first time that separate legislation was crafted for the CSAP, reflecting the cultural and linguistic Charter rights of Acadians and francophones. It is also the first time a jurisdiction in Canada has provided separate legislation for school governance of a French language education system in a distinct way for the minority French population. This action supports Strategic Objective 1.

EECD has always encouraged the Acadian, francophone and francophile communities to provide feedback on its services and to indicate areas or programs where new French-language services could be initiated, or old ones improved. Consultants and senior officials are in regular contact with the Executive Director of the FPS branch and with other employees of the department, on topics ranging from teachers’ use of consistent educational terminology to transportation to CSAP schools.

The following instances of consultations with French-language stakeholders in 2017-2018 are also noteworthy:

- Consultation, with the support of FPS staff, with the Acadian and francophone community, and particularly with the CSAP, was an important component of the province-wide administrative review by Avis Glaze.
- Employees of the FPS branch attended the AGM of the Fédération acadienne de la Nouvelle-Écosse and meetings of the promotional committee for the Semaine de l’éducation acadienne et francophone. New this year was attendance at one public session of the Commission on Effective Representation. These were all occasions to maintain links with the Acadian and francophone community.
- At the invitation of the Office of Acadian Affairs and la Francophonie, three employees of the FPS branch made a presentation about French-language services in education to the president and executive director of the Fédération acadienne de la Nouvelle-Écosse, and answered questions about the structure of the department and specific curriculum issues.

- At the request of CSAP officials and of other French-language services coordinators, the FLSC arranged for a CSAP director and the CSAP superintendent to make a presentation to the FLSCC about French-language services for students (such as SchoolsPlus).

Contribution to the Preservation and Growth of the Acadian and Francophone Community

Enrollment in CSAP schools went from 5,717 in the 2016-2017 school year to 5,844 in the 2017-2018 school year. This includes enrollment in the pre-primary program *Grandir en français*.

The EY branch of EECD contributes to the preservation and growth of the Acadian and francophone community through a number of activities. One such important activity is the implementation of Early Intervention Services, which are provided in French to families in Clare, Argyle and the Strait region. In December 2017, there were 66 Acadian and francophone families receiving services.

Je parle français avec mon enfant is a program that aims to provide some basic French training to parents whose first language is not French but who have chosen to enroll their child in a French first language school. This enables them to support their children's success in school.

In 2017-2018, the program's enrollment reached 270 adults (compared with 235 in 2016-2017, an increase of 15%). The program operated in Chezzetcook, Clare, Dartmouth, Halifax, Pomquet, Isle-Madame, Argyle, Sydney, Truro, Greenwood, Chéticamp, the South Shore, Lower Sackville and (new this year) Bedford. The areas with the largest number of participants were:

- Truro (57)
- Halifax (47)
- Chezzetcook (40)
- South Shore (31).

The National Programs and Bursary Officer, located in the French Programs and Partnerships division, is responsible for the promotion of federal-provincial programs, such as Explore, Odyssey and Destination Clic. These programs benefit Acadians and francophones in a number of ways, including:

- support for Université Sainte-Anne (students in the French immersion program),
- support for the CSAP (placement of language assistants, many of them young Acadian students, in the classroom)
- support for youth in the community in general (through Destination Clic, which enables francophone youth to have a deeper experience of their French language and culture through stays in other francophone communities).

Furthermore, increasing the visibility of the Official Languages programs strengthens the Acadian and francophone community by heightening the visibility of French in general. In 2017-2018, the profile of these programs was raised through such activities as:

- meetings with ACSD and MASD to discuss the promotion of the Official Languages programs (as described above)

- creation of a video (in French and English) which explains both the full-time and part-time language-assistant programs
- presentations by promotion agents to literacy leads across the province, including those of the CSAP, in an effort to share information about the Official Languages programs and the French oral language development opportunities for high school students.
- a professional development session for full-time language assistants at the end of March 2018 (for the first time in Nova Scotia), a session that involved other stakeholders (Teacher Certification division, the B.Ed programs at Université Sainte-Anne), and a consultant's presentation about Culturally Responsive Pedagogy.

Vigilance with respect to programs, services and materials provided by FPS branch as well as other divisions or other government departments, for use in Acadian, francophone and francophile education, is a role undertaken by all employees of EECD. Sometimes this results in adaptations of new resources, not just translation. Such adaptations require the agreement of the originators, often through negotiations by the FLSC. This ensures consistency and equity in educational resources in both English and French, and underlines how we value French education in Nova Scotia.