

Viewing and Discussion Guide

Aménagement linguistique – A language planning Policy for Ontario's French-language schools (2004)

This webcast is an opportunity to get to know the Ontario Aménagement linguistique policy document, and more specifically, to better understand the importance of the Aménagement linguistique as a tool for learning, for identity development with students, and for strengthening the francophone community in Ontario.

The policy presents 5 major challenges that are at the core of Ontario French-speaking schools and that are closely tied to the conditions placed there by the minority setting:

- Language learning
- Structuring of the francophone identity and appropriation of French culture
- Student success
- Recruitment
- Retention

The successful implementation of this policy relies on the individual and collective thought of school staff, young people, their parents and members of the francophone community. Dialogue encourages the discovery of innovative and powerful answers to the challenges raised.

To learn more about the general themes of the Aménagement linguistique, you can take a look at the following documents:

- Politique d'aménagement linguistique de l'Ontario pour l'éducation en langue française (2004): complete text of the policy document (in French only)
<http://www.edu.gov.on.ca/fre/document/policy/linguistique/linguistique.pdf>
- Aménagement linguistique – A Policy for Ontario's French-Language Schools and Francophone Community. A document for parents, students and the general public. (French and English versions)
<http://www.edu.gov.on.ca/eng/document/policy/linguistique/guide/index.html>
- Implementation news – December 2004. Politique d'aménagement linguistique
<http://www.curriculum-update.info>
- To put your name on the mailing list for the electronic newsletter: **Le point de mire** about the implementation of the Aménagement linguistique policy, please write to Armand Gagné at the following address: armand.gagné@edu.gov.on.ca

This webcast is an initial raising of awareness of the importance of the Aménagement linguistique policy for French-speaking schools. The following steps are designed to facilitate viewing and maximize the suggested learnings.

- *First step:* before viewing
 - Situating present knowledge and preliminary beliefs
- *Second step:* during viewing
 - Identification of new, surprising, disturbing, useful or applicable information and ideas
- *Third step:* after viewing
 - Assessment of learnings – comparison between previous knowledge and new information learned during the webcast
- *Fourth step:* application and evaluation
 - Reflection and discussion about the impact of this policy in the day-to-day classroom situation

Question to keep in mind:

In my class and my school, how can I actively contribute to creating a francophone space which facilitates language learning, the development of self-esteem and a feeling of belonging for French-speakers in Ontario?

1. First step: before viewing

Read the following statements.

For each statement, circle your position.

If you watch this web cast in a group, discuss the statements before circling your answer.

2. Second step: during viewing

Make a note of all information pertinent to the statements.

3. Third step: after viewing

Consider your initial answers and the information gathered during the viewing. Circle what you consider the most relevant. The information received:

- confirms your knowledge or prior beliefs
- questions or upsets your knowledge or prior beliefs
- adds to your knowledge and prior beliefs.

Before viewing	Statement	After viewing
<ul style="list-style-type: none"> ▪ totally disagree ▪ disagree ▪ uncertain ▪ agree ▪ totally agree 	<p>French-language schools in Ontario do not really have a problem with student retention - comments</p>	<ul style="list-style-type: none"> ○ totally disagree ○ disagree ○ uncertain ○ agree ○ totally agree
<ul style="list-style-type: none"> ▪ totally disagree ▪ disagree ▪ uncertain ▪ agree ▪ totally agree 	<p>The building of identity is a matter more for the family than for the school - comments</p>	<ul style="list-style-type: none"> ○ totally disagree ○ disagree ○ uncertain ○ agree ○ totally agree
<ul style="list-style-type: none"> ▪ totally disagree ▪ disagree ▪ uncertain ▪ agree ▪ totally agree 	<p>Learning and scholastic success are the only mandates of the French-speaking school - comments</p>	<ul style="list-style-type: none"> ○ totally disagree ○ disagree ○ uncertain ○ agree ○ totally agree
<ul style="list-style-type: none"> ▪ totally disagree ▪ disagree ▪ uncertain ▪ agree ▪ totally agree 	<p>French is the first language spoken in the majority of homes from which our students come - comments</p>	<ul style="list-style-type: none"> ○ totally disagree ○ disagree ○ uncertain ○ agree ○ totally agree
<ul style="list-style-type: none"> ▪ totally disagree ▪ disagree ▪ uncertain ▪ agree ▪ totally agree 	<p>Of the five intervention areas of the Aménagement linguistique framework, only the Learning Intervention Area is relevant to the teaching staff – comments?</p>	<ul style="list-style-type: none"> ○ totally disagree ○ disagree ○ uncertain ○ agree ○ totally agree
<ul style="list-style-type: none"> ▪ totally disagree ▪ disagree ▪ uncertain ▪ agree ▪ totally agree 	<p>Partnerships with the community should only be of concern to secondary schools - comments</p>	<ul style="list-style-type: none"> ○ totally disagree ○ disagree ○ uncertain ○ agree ○ totally agree

4. *Fourth step:* application and evaluation

Reflect on and discuss some implications of the content of this webcast on your teaching practices and on classroom management or management of the school; the ideas below may serve as a springboard for discussion.

What information or idea presents the greatest challenge? Who has the responsibility for it?	
What strategies can be used to welcome parents from homes of outside (non-francophone) marriages?	
What strategies are most effective to encourage parental involvement and involvement of the community?	
What would be a realistic innovation put in place to contribute to the implementation of the Aménagement linguistique policy in my school?	
What strategies should be used to welcome new arrivals?	
How does one manage the area of oral communication in class and in the school?	
What aspects of this webcast should be the subject of discussion by school teams?	

For more information, regularly consult the site www.curriculum.org.