

# **French Language Education in Ontario**

**A francophone perspective on  
Equity and Inclusive Education**

**In 2006, how many persons in Ontario have declared French as their first official language?**

**A. 1,000,000**

**B. 800,000**

**C. 600,000**

**D. 400,000**

**578,000**

**4,8% of the population has a constitutional right to a french language education**

# Are the priorities for French education the same as for English education?

- A. Exactly the same
- B. More priorities are added to a common provincial core
- C. Completely different priorities

**More priorities are added to a common provincial core**

# What is the same ? different ?

- Same policies : Inclusive Education, Security, etc.
- Same three priorities
  1. Improve academic achievement
  2. Reduce the academic gaps
  3. Increase public trust in education
- What is different : **“Politique d’aménagement linguistique” (2004)**
  - to promote the French language and culture
  - to improve student performance
  - to support the development of students francophone cultural identity and
  - to expand the francophone community in Ontario to ensure its viability and vitality

# ***Vision* : French-language schools are inclusive and welcoming places**

- French-language schools serve students whose parents are “*French-language rights-holders*”
- All children feel welcome and receive the support needed for academic success and personal development
- Parents understand the school’s mandate and play an active role in their child’s education
- Teaching staff are equipped to teach in heterogeneous classes in a minority setting
- The community gets involved in schools to create a school–community bond

# Schools sustain the development of a positive cultural and linguistic identity

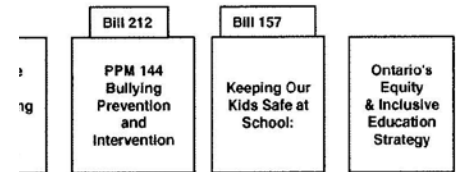
- A cultural approach to teaching is adopted
- Based on their stage of development, students should be able to:
  - recognize, share, and appreciate their linguistic and cultural heritage and respect the heritage of others
  - assert themselves culturally by speaking French and by contributing and participating into the social and cultural life of the school and community
  - feel competent in all the subjects taught in French and experience a sense of belonging to a group in which they feel respected and valued



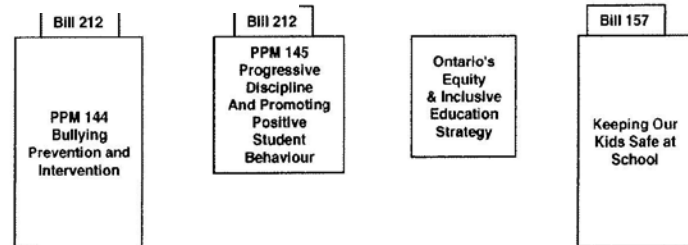
# Politique d'aménagement linguistique (PAL)

## Working Framework

### Restorative Practices



### Bullying/Violence Prevention and Intervention



### Initiation

Finding Common Ground:  
Character Development in Ontario Schools K-12:  
Roles and Responsibilities

- « *L'individu qui aime sa langue et qui se sent fier de son identité résistera plus facilement à l'assimilation et voudra que sa culture rayonne autour de lui. On protège ce que l'on aime. »*

*Cormier, 2005*

- « **The person who loves his mother tongue and is proud of his identity will tend to resist assimilation and will want his culture to radiate around him. We tend to protect what we love. »**



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**Merci !**