

Commission scolaire de langue française de l'Île-du-Prince-Édouard

Strategic Plan – December 2002

Summary

1. Background

The Supreme Court of Canada's historic decision rendered in January 2000, which granted to parents in Summerside the right to have their children educated in their native French language within their community, reinforced and even increased the responsibilities of la Commission scolaire de langue française de l'Île-du-Prince-Édouard (CSLF), the French Language School Board of Prince Edward Island. As of September 2000, the Board opened three new schools in addition to the two schools that it already managed.

The Supreme Court of Canada wrote that a school "is the most important institution for the survival of the official language minority, which is itself a true beneficiary under s. 23". Because of that, la CSLF is called upon to assume an even more important educational and cultural leadership role within the coming years. In fact, the Commissioner of Official Languages, Ms Dyane Adam, affirmed that in a minority environment, the community "must be able to count on the school's leadership and services to compensate for the community's institutional shortcomings." With this in mind, in October 2002, la CSLF undertook a comprehensive review of its 1997 strategic plan and the drafting of a new one. For those purposes, la CSLF instructed its superintendent, Mr. Gabriel Arsenault, to form and chair a working committee in order to prepare and submit to the School Board a strategic plan that would include identification of priority actions to be taken within a multi-year implementation framework.

The working team was made up of the following members:

- Gabriel Arsenault, superintendent of education of la CSLF and chairperson of the working committee;
- Zaïn Esseghaïer, special projects consultant at la CSLF and coordinator of the working committee;
- Diane Bernier-Ouellette, special education consultant at la CSLF;
- Jay Gallant, school board trustee;
- Yvonne Arsenault, school board trustee (November 01 – June 02);
- René Doiron, school board trustee (September 02 – December 02),
- Darlene Arsenault, principal of l'école François-Buote and l'école St-Augustin;
- Hervé Poirier, principal of l'École-sur-Mer;
- Imelda Arsenault, principal of l'école Évangéline (November 01 – June 02);
- Paul Cyr, principal of l'école Évangéline (September 02 – December 02);
- Eileen Chiasson-Pendergast, principal of l'école française de Prince-Ouest (September 02 – December 02);

- Mike David, president of l'Association des enseignantes et des enseignants de langue française;
- Philippe LeBlanc, teacher at l'école Évangéline;
- Elva Arsenault, teacher at l'école François-Buote;
- Victor Rousselle, custodian at l'école Évangéline;
- Linda Lowther, director of the French Programs and Services Division of the Department of Education;
- Lucille Fontaine, French language coordinator at the Department of Education;
- Béatrice Caillié, Executive Director of la Fédération des parents de l'Î.-P.-É. (November 01 – December 02);
- Alain Périard, Executive Director of la Fédération des parents de l'Î.-P.-É. (for part of the year 02);
- Nicole Drouin, Executive Director of la Fédération des parents de l'Î.-P.-É. (September 02 – December 02).

The development of the strategic plan was to take place according to an open and transparent process from beginning to end. The working committee was to develop a consultation process that would enable participation by staff and students of la CSLF. Parents, la CSLF's partners, community organisations and the general public were to be consulted as well.

2. Development of the plan

In order to develop the plan, the working committee reviewed and clarified la CSLF's beliefs (values and principles) as well as its mission and vision.

Data were collected according to three methods:

1. The first method consisted of a wrap-up of the 1997 strategic plan and collecting data through internal analysis, that is to say, an analysis of the strengths, weaknesses, opportunities and threats. For those purposes, consultations were held in every region in which la CSLF manages a school. Consultations were also held with the teaching staff, the support staff and the students of la CSLF schools.
2. The second method involved collecting data using external environment analysis. For that purpose, consultations were conducted with several persons working in various fields. As well, a questionnaire was sent to all parents in order to establish the profile of the clientele of la CSLF. In order to gather data on existing trends elsewhere in the country, a questionnaire was sent to all French language school boards in Canada, except for those in Quebec. Finally, la CSLF invited organizations and individuals to submit briefs.
3. The third method consisted in conducting a literature search that concerned, among other things, the education field in a minority environment.

The data collected enabled the working team to identify questions, problems and issues from which answers, solutions and definitions of issues were developed and resulted in a plan that includes goals, strategies, and activities and projects. Finally, success indicators

were developed for each goal as well as a work plan for each strategy, each activity and project.

The approach adopted in the development of the plan led to the accumulation of a significant quantity of data, requiring an extension of the time limit established at the outset in order to enable the participation of the largest number of persons and interested groups.

3. A summary of the plan

3.1. Values and principles

- We believe that every student *can* succeed.

We believe that every student is capable of learning, succeeding according to his capabilities and reaching his full potential. As well, we believe that every student is entitled to quality programs and rewarding experiences within an environment that meets his need to belong to a community of learners.

- We believe that success is directly linked to *motivation*, *self-esteem* and student *autonomy*.

We believe that motivation is intrinsic. Within a school context, this means that learning is motivated by interest and by the pleasure that the student has in the activity in which he participates. Also, the student succeeds when he “feels good about himself”, believes in his own capabilities and is able to undertake independent initiatives.

- We believe in the *active* and *continuous promotion* of the French language within an *enhanced cultural* context.

We believe that the school is a privileged place that plays an essential role in the development of the student's cultural identity in cooperation with all the education partners including family and community. We also believe that la CSLF has a responsibility in the promotion of the French language and in cultural survival.

- We believe that *sound academic learning*, that includes extracurricular activities, is an essential ingredient of a student's success and personal development.

We believe that, in addition to regular academic programs, varied and enhanced extracurricular* activities are essential to success and to the student's own personal development. We believe that volunteers, community groups and organizations play an important role in holding these activities.

*Extracurricular activities may be an extension of subjects studied in class or simply activities designed to cultivate students' interests about a field of study. Examples: visiting a museum for a social studies class, visiting a veterinary college for a science class. Extracurricular activities may also take place within the school without being an essential complement to teaching. Examples: improvisation league, sporting activities, chess club.

- We believe that the school, the family and the community bear responsibility in the student's *socioaffective* development.

- We believe that the family, the school and the community are *indispensable partners* whose *support* and *commitment* are essential.
- We believe in *ongoing professional development* for all staff members.
- We believe that learning and change are lifelong *processes*.

3.2. Mission

La Commission scolaire de langue française is an Acadian and Francophone collectivity that offers quality education to its students in a friendly and safe environment and that strives to promote and develop its language and culture.

<p>The mission is often described as the purpose, the mandate or the main activity of an organization. The mission defines areas in which it is essential to achieve satisfactory results.</p>

3.3. Vision

Together, we strive to:

- Foster success and global development for every student;
- Create a pedagogical framework based on proven practices and sound research;
- Foster a dynamic collectivity, proud of its language and culture;
- Create close cooperation between all education partners.

<p>The vision of an organization is a conceptualization of the preferred future. It is the link between the future and the present.</p>
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3.4. Goals and strategies

The use of the verb improve in the strategic plan does not necessarily indicate deficiencies. Rather, it indicates that education is a dynamic field.

<p>Goal 1: Improve the leadership process</p> <ul style="list-style-type: none"> • Strategy 1: Develop and put in place a budgetary and implementation process of la CSLF strategic plan • Strategy 2: Support and facilitate the implementation of uniform procedures within all la CSLF schools • Strategy 3: Play an active role in the consolidation and development of the French language education system within the province • Strategy 4: Improve leadership within the schools • Strategy 5: Improve delivery of programs and services to the students and to the Acadian and Francophone community • Strategy 6: Take the necessary measures to establish effective communication and promote la CSLF schools
<p>Goal 2: Improve promotion of the French language</p> <ul style="list-style-type: none"> • Strategy 1: Reinforce linguistic policies and ensure their implementation • Strategy 2: Enter into partnerships to promote the French language • Strategy 3: Recruit students who have a right to French language education (rightholders) • Strategy 4: Enter into partnerships to offer training to parents
<p>Goal 3: Improve access to culture and arts</p> <ul style="list-style-type: none"> • Strategy 1: Improve culture and arts programs and standardize arts education • Strategy 2: Enter into partnerships to offer cultural products in French • Strategy 3: Encourage and support cultural exchanges • Strategy 4: Develop and implement an annual plan for the promotion and integration of arts and culture in la CSLF schools

Goal 4: Improve learning/teaching and program delivery.

- Strategy 1: Ensure and maintain motivation and interest in the fields of literacy for students, teachers, parents and the community
- Strategy 2: Ensure that teachers are aware of and apply in the classroom proven practices in the field of literacy
- Strategy 3: Place emphasis on improving students' written and oral skills
- Strategy 4: Improve access to a variety of courses and electives that meet students' needs
- Strategy 5: Encourage student-centred approaches in teaching
- Strategy 6: Provide services to special needs students
- Strategy 7: Examine the issue of homework
- Strategy 8: Develop and implement an assessment framework in order to improve and orient learning, teaching and the holistic development of the student
- Strategy 9: Ensure a choice of quality candidates during the hiring of teachers
- Strategy 10: Examine teachers' workload
- Strategy 11: Ensure the availability of reliable technological equipment
- Strategy 12: Ensure communication and information technology (CIT) support for teachers and schools
- Strategy 13: Implement the sections of the Department of Education CIT strategic plan that are relevant to la CSLF schools

Goal 5: Improve physical and socioaffective development services for students.

- Strategy 1: Promote healthy nutrition and good hygienic habits
- Strategy 2: Ensure delivery of services to students
- Strategy 3: Ensure a safe environment
- Strategy 4: Promote self-esteem
- Strategy 5: In cooperation with partners, implement the plan of la Société Saint-Thomas-d'Aquin (SSTA), la Fédération des parents and la CSLF for the optimal development of children aged 0 to 10 years old
- Strategy 6: Meet parents' training needs by referring them to the appropriate organizations

Goal 6: Improve the program of extracurricular activities.

- Strategy 1: Review school timetables to allow the holding of extracurricular activities at noon and after school
- Strategy 2: Develop a program of extracurricular activities

Goal 7: Improve professional development for staff members.

- Strategy 1: Provide opportunities for the support of professional development and reflection
- Strategy 2: Provide support to teachers assistants.
- Strategy 3: Improve teachers' teaching repertoire.
- Strategy 4: Improve the linguistic abilities of all employees of la CSLF and its schools

- Strategy 5: Review and update the assessment policy for teachers and support staff.
- Strategy 6: Improve the capacity of support staff to intervene in cases of emergency or crisis
- Strategy 7: Develop and implement a planning and assessment process for professional development

Goal 8: Improve access to French language education from preschool level to postsecondary level

- Strategy 1: In cooperation with la Fédération des parents, start discussions with the Department of Education in order to integrate full-time pre-kindergarten (from the age of 3), kindergarten and day care services within la CSLF and, if necessary, implement an intensive French language acquisition program.
- Strategy 2: In cooperation with la Société éducative, start discussions with the Department of Education in order to integrate all French language education programs.
- Strategy 3: Make parents aware of the importance of French preschool education
- Strategy 4: Support French language preschool programs
- Strategy 5: In cooperation with partners, implement the plan of la Société Saint-Thomas-d'Aquin (SSTA), la Fédération des parents and la CSLF for the optimal development of children aged 0 to 10 years old

Goal 9: Improve support services.

- Strategy 1: Implement an effective and safe transportation service
- Strategy 2: Improve the maintenance of safe buildings
- Strategy 3: Establish effective means of communication with support staff

4. Maintain a relevant and operational plan

The present plan has been developed between October 2001 and December 2002. Its implementation will require at least five years. As time progresses, the priorities, as well as the political, social and economic contexts may change. Such changes will have to be taken into consideration. It would be important to appoint, as soon as possible, a committee to monitor, review and update on a regular basis la CSLF strategic plan, including the success indicators (see Goal 1, Strategy 1, Activity/Project 2).