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# **Evolving French Language Learning: Overcoming Obstacles and Building Bridges**

**WHAT WE HEARD REPORT**

APRIL 2023

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# Minister's Message

I want to thank the teachers, educational support staff, families, learners, community members, and experts who shared their perspectives with us on French language learning.

Having the ability to communicate in both official languages provides students with social, cultural, academic, and cognitive benefits, and paves the way for endless possibilities throughout their school years and beyond.

Yet, while we boast that New Brunswick is Canada's only officially bilingual province, fewer than half of our high school graduates in the anglophone system who had French language training can speak the language at a conversational level.

There is a considerable need to improve the quality of French language learning for all our students. This is not news. We have been discussing this issue for years.

This winter, we listened intently to the voices of nearly 13,000 New Brunswickers who participated in our consultation sessions on French language learning. We took what we heard and incorporated it into our decision to not proceed with the proposed 50/50 framework. This report provides a summary of what we heard during these sessions.

Moving forward, we will be engaging with the New Brunswick Teachers' Association, experts within the education system, families, and other key stakeholders to inform the development of next steps.

We know schools need to offer more in-depth French language instruction and build on the strengths of French programming to have better outcomes in English Prime classrooms.

The current system is leaving many students behind – and we are committed to changing this. We want to create an education system in New Brunswick where all children are supported, encouraged, and given the tools and skills they need to excel and reach their full potential. Our students deserve this.

I am excited about this next phase which will mark the beginning of what I hope will be positive and lasting changes in our anglophone education system. I look forward to what we will accomplish together.

Thank you,



Hon. Bill Hogan  
Minister of Education and Early Childhood Development

# A Summary of What We Heard

This document gives an overview of what educators, learners, parents, family and community members, researchers and special interest groups had to say about the *Evolving French Language Learning: Overcoming Obstacles and Building Bridges* (EFL) initiative and the proposed framework for *New Brunswick's Innovative Immersion Program* (NBIIIP) that was shared in December 2022. All feedback provided through the different forms of consultation was considered, and while this document does not include every idea, comment and viewpoint expressed, it does describe the main themes that were shared.

The NBIIIP had two key goals at its centre:

1. to ensure all anglophone sector students achieve, at a minimum, a conversational level of French proficiency by the time they graduate high school; and
2. to address classroom composition challenges resulting from the choice between two program streams – French Immersion (FI) and English Prime (EP).

Many New Brunswickers took time to share ideas, comments, questions, concerns and research-based evidence about the proposed framework for the NBIIIP.

## THEMES

The following is a list of themes that arose frequently during consultations, including input from the survey and correspondence received:

- *Model/Curriculum*
- *Classroom Composition*
- *Assessment*
- *Resources*
- *Access/Learning Options/Choice*
- *Timing*

## ENGAGEMENT APPROACH

The consultation process around the EFLI initiative included two phases, with the second phase building on feedback from the previous phase. Educators, families, learners, experts, researchers, and the public were encouraged to share their ideas, concerns, questions, and reactions.





The specifics around each phase of the consultation process, including the number of people engaged, are provided below.

## PHASE 1 – MAY 24 – NOVEMBER 30, 2022



New Brunswickers could provide feedback by emailing [consultation.EECD-EDPE@gnb.ca](mailto:consultation.EECD-EDPE@gnb.ca), by mailing it directly to the department, or by visiting the website at [gnb.ca](http://gnb.ca). **The deadline for input was November 30, 2022.**

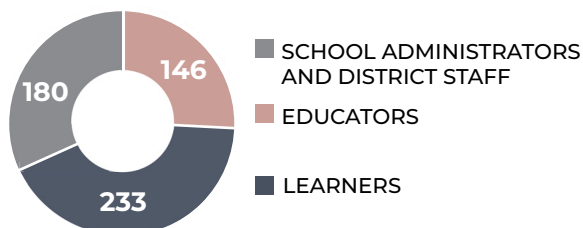
### COMMUNICATIONS PER STAKEHOLDER

	TOTAL COMMUNICATIONS
 PARENT	= 70
 SCHOOL STAFF	= 22
 PUBLIC	= 137
 FORM LETTERS	= 1,100
<b>GRAND TOTAL</b>	<b>= 1,329</b>



**A total of 33 consultations**, including focus groups and site visits across the four anglophone school districts, were completed in the fall.

### NUMBER OF STAKEHOLDERS CONSULTED IN PHASE 1 CONSULTATIONS










**There was a total of 33 consultations and 559 participants.**

## PHASE 2 – DECEMBER 15, 2022 – FEBRUARY 3, 2023

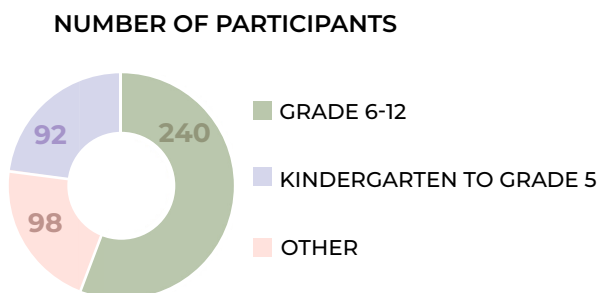


The proposed *New Brunswick Innovative Immersion Program* was shared with the public in December 2022. A series of consultations were held to gather input on the proposed framework.

TYPE AND NUMBER OF CONSULTATIONS		TOTAL NUMBER OF PEOPLE ENGAGED
 LIVESTREAM SESSION	=	<b>600</b>
 IN-PERSON PUBLIC CONSULTATIONS (4)	=	<b>1,010</b>
 VIRTUAL PUBLIC CONSULTATIONS (2)	=	<b>309</b>
 SPECIAL INTEREST GROUP CONSULTATIONS*	=	<b>18</b>
 PARENT SCHOOL SUPPORT COMMITTEE (PSSC) CHAIRS CONSULTATIONS (4)	=	<b>119</b>
 PUBLIC SURVEY	=	<b>10,879</b>
 EECD CONSULTATION INBOX	=	<b>325</b>
		<b>13,260</b>

## PHASE 2 EXTENSION – FEBRUARY 7, 2023

A virtual session with educators of English Prime classrooms was held to learn more about classroom composition issues and potential ideas for addressing them.



There were **430 participants.**

Major themes and elaborative details of what was heard during the consultation process are described in this document.

## MODEL/CURRICULUM

When the initial consultations were launched in the spring of 2022, the goal was to gather input on the proposed vision for French language learning and potential ideas to help create a French language learning framework. Participants often asked the province to share details of what it was considering for implementing the framework, and questions were raised frequently about what percentage of instructional time would be in French, what components of a framework would be required, and where schools might have flexibility.

While participants appreciated being asked for input to help with the design of a French language learning framework, many said it was difficult to give quality feedback without additional information, and a few said they were confused about why they were being consulted at this time and were not prepared to give a lot of input.

In general, given that New Brunswick is Canada's only officially bilingual province, most stakeholders supported the idea of strengthening the French language proficiency of all learners. Many of these individuals supported maintaining the FI program and considering ways it could be strengthened to ensure more learners reached the intended goal of the program. A few noted that the new FI program developed for Grade 1 entry was receiving positive feedback and felt it would be wise to monitor the efficacy of this program as it is implemented through the system, ensuring it is improving results. Still, others voiced the need to make improvements to the French language learning programming across English Prime K-12.

### What We Heard....

"A child will need more than a conversation [level] to get a government job and compete on the world stage."

*Online Survey*

### What We Heard....

"Something has to be put on the table to show evidence that this new program will provide results."

*District Director Focus Group*

As the province started to discuss the adoption of a universal French language learning framework, many participants asked about the research that was used to inform the decision, and how that research addressed streaming in the anglophone sector. They wanted to know if such a model was being used elsewhere, and if so, what the data showed about its effectiveness, particularly with a diverse range of learners in an inclusive educational system.

There were concerns throughout the consultation about whether all learners could achieve success in such a program, and what types of help would be available to support them. A few participants asked how a new framework would be evaluated to see if it was an improvement over current programs. They felt this was important considering the new Grade 1 FI program would end before data could show its level of success.

Many stakeholders questioned the wisdom of eliminating the existing French immersion program, a program based on years of research, and one that, because of its French language intensity, gives learners a better chance of developing a higher proficiency level in French. Many expressed doubts as to whether a universal model would allocate sufficient time for French instruction to enable all learners to develop a conversational level of French at a minimum by graduation.

### What We Heard....

"A program of this magnitude should be tested.

It should go through a few years of strategic development, it should have the approval of the teachers, and should be implemented slowly with pilot/trial programs."

*Consultation Inbox*

Whatever changes are ultimately brought forward, the entry point was of particular concern for many participants. It was argued by educators that since young children are often interested in different languages, introducing French earlier in kindergarten and at early learning centres should be an element of a new French language learning framework. Young children tend to show more openness, enthusiasm, and curiosity about learning a different language. This enthusiasm is increasing due to the influx of newcomers to the province.

### What We Heard....

“The children are very capable at this age to absorb knowledge of any kind, especially a second language.”

*Online Survey*

Alternatively, some participants felt that such a focus on early French language learning, be it through a universal program, or a revamped immersion program, may negatively impact English literacy and numeracy development. In fact, some families, teachers, and learners voiced support for the idea that regardless of the model, mathematics in the anglophone system should be taught in English. This would help address some of the challenges that some families have of helping their children learn math at home given they don't speak French.

### What We Heard....

“[You] can only learn the language if you are using the language.”

*Educator Focus Group*

An argument was made that for more students to be successful in a French language learning program, more diverse learning experiences need to be woven into the program. This would include more meaningful opportunities to use their French while also learning more about French cultures. This could include inviting French speakers from the community to participate in learning experiences in schools; families learning French alongside their children; and other extra-curricular activities in French, such as bringing French artists into schools to help build awareness and first-hand understanding of French cultures. While it was agreed that this would probably be easier to achieve in some areas of the province than in others, it was felt this goal could perhaps be achieved across the province by leveraging online opportunities. It was also noted that the Language Learning Opportunities (LLO) prototype sites will be able to share many positive examples of authentic ways to support French language learning.

### What We Heard....

“All [our] schools are close to francophone schools, but don't collaborate. This is a missed opportunity.”

*Administrator Focus Group*

### What We Heard....

“Fostering an appreciation and respect for French culture (language, current literature, music, etc.) would go a long way.”

*Consultation Inbox*

Throughout the consultation period, many expressed concerns as to whether the province was really interested in feedback. They questioned how genuine the consultations were, particularly the public engagement sessions. Additionally, given the history of changes in government resulting in changes to the entry point for French immersion, some stakeholders voiced concerns that whatever model is ultimately decided, a future government could simply turn around and switch it back, with each change having a negative impact on educators and students. It is important that any new model be focused on ensuring that the system promotes stability and sustainability for students, families, and educators.



## CLASSROOM COMPOSITION

A dominant theme throughout the consultations was how do we ensure that classrooms are structured the right way to achieve the learning outcomes. While this is not unique to French language learning, it was argued that developing a common learning environment would yield a better balance of learning needs across classrooms.

### What We Heard....

"Mixing homeroom classes (grades, programs, etc.) and mixing classes - middle grade level so [learners are] not with the same classmates all day. Mixing immersion and prime in English language courses (ELA, art, gym, tech, etc.)"

*English Prime Educator Consultation*

As per the Department of Education and Early Childhood Development's Policy 322, the government has a stated objective of ensuring all public schools in New Brunswick are inclusive. This policy defines inclusive education as the pairing of philosophy and pedagogical practices that allows each student to feel respected, confident, and safe so he or she can participate with peers in the common learning environment and learn and develop to his or her full potential. It is based on a system of values and beliefs centered on the best interest of the student, which promotes social cohesion, belonging, active participation in learning, a complete school experience, and positive interactions with peers and others in the school community.

### What We Heard....

"Removing French immersion does not eliminate streaming. If you want to address streaming, address streaming, not language acquisition."

*Online Survey*

This has led to a diverse array of needs in classrooms, with some learners demonstrating multiple and complex needs. This includes learning disabilities, speech language needs, low literacy levels, self-regulation, mental health issues, emotional challenges, a high number of personalized learning plans (PLPs), and newcomers with limited proficiency in English. The need mentioned most frequently by educators was severe behavioural challenges, followed by gaps in academic learning. Educators described severe and aggressive behaviours and emotional outbursts causing frequent and constant disruptions to their teaching. Educators are also saying that they are seeing academic learning gaps increasing with each successive year. While the COVID-19 pandemic has played a part in the growing learning gaps, educators noted that some learners are not receiving sufficient interventions and are simply being moved on from grade to grade.

### What We Heard....

"Not enough resource support for struggling students. I am a classroom teacher and not specifically trained to do deep intervention with students with learning disabilities."

*English Prime Educator Consultation*

While classroom composition issues exist throughout the system, some specific challenges with English Prime classrooms were identified. This includes the fact that sometimes French immersion students who are experiencing difficulties transfer to English Prime during the year, causing an imbalance. Additionally, other learners arrive from other jurisdictions hoping to select French immersion but are unable to because they missed the grade level entry-point. Others suggested that with two programs in a school (e.g., French immersion and English Prime), enrollment in each can impact class size or when classes are combined.

### What We Heard....

"Invest in resources for French teachers for children with dyslexia or other learning disabilities. Most of these resources are only in English and teachers don't have the time to translate and create resources."

*Public Consultation*

Many participants advocated for reduced class sizes to help educators address the vast array of needs and challenges they are facing, particularly in English Prime classrooms. Such a move would help educators as they work to accommodate the many different learning needs students have in their classrooms. Some cite an increase in the number of PLPs and individualized behaviour support plans (IBSPs) in their classrooms as evidence of the need for reduced class sizes. There were many learnings that came out of the COVID-19 pandemic. Many participants spoke of how having fewer students in a classroom impacted teaching and learning. With some families and students making decisions to learn at home, educators were able to create a better grouping of students with similar abilities. This enabled educators to focus on a narrower range of skills and appropriately challenge all learners.

Additional ideas were offered around lowering class sizes for particular grade levels. Some suggested kindergarten classes should be smaller given that kindergarten is a significant transition year and learner needs are not well known in advance of forming classes. Others suggested K-2 classrooms should have smaller class sizes to ensure areas of child development are addressed and learners develop a strong foundation in key academic areas. Still, others proposed smaller class sizes in Grades 7-8 or Grades 9-10 to help address significant learning gaps and thus support learners to transition more successfully to the next level of the system.

Other ideas that were raised during the consultation period included:

- Eliminating combined classes in English Prime.
- Providing access to alternative learning sites with more comprehensive support for some learners.
- Funding for in-school suspension areas that would be supervised by highly skilled behaviour specialists or behaviour support teachers to work with learners.
- Professional learning focusing on behaviour management practices.

### What We Heard....

“Too many distractions from having too many PLP or IBSP students in one class. Also, many students are below grade level. These students need a less distracting environment to learn in. All EAL [English as an Additional Language] students (from zero English to minimum) are in Prime.”

*English Prime Educator  
Consultation*

### What We Heard....

“We need behavioural specialists who work with students and their families in order to improve their behaviour in society. This needs to start at a very early age with some of today’s families.”

*English Prime Educator  
Consultation*

## ASSESSMENT

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At the beginning of the consultation period, one of the stated goals for French language learning in New Brunswick was to ensure that all anglophone students achieve a conversational level of French, at a minimum, by the time they graduate high school. There was considerable feedback on whether or not this is the right goal and on how successful achievement of the learning outcomes would be determined.

While stakeholders generally agreed that all anglophone students reaching a level of conversational French would be a strong improvement from the level of proficiency currently achieved by graduates, concerns were voiced about targeting the conversational level. Many felt this goal is inadequate to allow someone to function well in a bilingual environment, to work in a career that requires bilingualism (provincially or federally), to prepare a student to enter a French post-secondary education institution, or to provide a learner with a strong foundation upon which to build when graduating from the school system. Participants wanted to know if this was considered and what impact it may have on the province's future workforce.

### What We Heard....

"Need to know faster where the students are at. There is currently no tool for teachers to use to track abilities on a monthly or daily basis."

*School Site Visit*

There was great feedback and discussion on the differences between the B1.1 level on the Common European Framework of Reference (CEFR) and the intermediate level used on the Oral Proficiency Interview (OPI) scale. The emphasis on the minimal goal of conversational French or learners reaching B1.1, was seen by many as not encouraging learners to strive to reach higher levels of proficiency. They felt that the target should be expressed in a more positive and motivational way with higher expectations for all learners, understanding that conversational French would be the base level of proficiency expected to be achieved by all graduates.

### What We Heard....

"I think it would be acceptable to make B1.1 a requirement to graduate (may have different pathways to get there)."

*School Site Visit*

### What We Heard....

"I think the implementation of a language portfolio that is aligned with the CEFR outcomes could help."

*Educator Focus Group*

Concerns were also raised with the emphasis on conversational French, and whether that meant that reading and writing would become less important, which are essential and important for bilingualism.

There was also discussion about the value of basing oral assessments on situations that used French as part of natural conversations. Participants felt that authentic conversations give a truer picture of a learner's ability than when they are asked to speak about a random topic and may be limited by a lack of knowledge or interest in the topic.

### What We Heard....

"Focus on reading and writing. They are just as important as oral competency."

*Virtual Public Consultation*

## RESOURCES

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The level of teaching and supporting resources currently available in the system was a consistent point of discussion throughout the consultations.

Of most immediate concern for educators and other stakeholders was the difficulty of staffing a universal model of French language learning given the current shortage of French teachers. This worry was increased for some administrators who were hearing that a few French immersion teachers on their staff were considering applying for positions in the francophone sector or in nearby provinces.

Related were concerns about the availability of sufficient French speaking resource personnel (e.g., educational assistants and resource teachers) to work with learners who would need additional support while learning French for a significant portion of each day. Many argued that funding for the implementation of a French language learning framework must ensure sufficient resources are available to support the inclusion of all learners.

### What We Heard....

“With a current shortage of French teachers, particularly in rural areas, how will enough qualified teachers be hired to fill all teaching positions with no exceptions made for rural areas?”

*Public Consultation*

One of the lesser-known facts about the current French immersion program is that many French immersion educators are graduates of the French immersion system. Many were concerned that a reduction in the intensity level of French instruction in the proposed model would have a long-term impact on recruitment of FSL teachers, putting program delivery at risk. It was argued that if learners do not leave the school system with a relatively strong foundation in French, they will need to expend more time studying French to achieve the level of proficiency required to teach in a French second language program, thus increasing the FSL teacher recruitment challenges in New Brunswick.

While not specifically limited to French language learning, countless educators suggested they often do not have the expertise needed to deal with the range and complexity of needs they typically face each day. They said they need greater access to human resources to help them address the range of learner needs in their classrooms. This would include more educational assistants and specialized support from speech language pathologists, resource teachers, guidance counsellors, psychologists, and trained behaviour and mental health specialists.

### What We Heard....

“Where will French or bilingual teachers come from? What happens to the non-bilingual teachers?”

*Public Consultation*

When it comes to educational assistants (EAs) many felt strongly that they should be placed in each English Prime classroom to assist with both learning needs and behavioural issues, not associated with any one learner. Others stressed that EAs should have time for more professional learning opportunities around strategies to support academic learning needs, as well as techniques to support behaviour management. Still others felt the idea of increasing hours for EAs should be considered so they could have some planning time with the classroom teacher and be able to attend relevant staff professional learning.

Other specialists who were discussed frequently were resource teachers and guidance counsellors. Many classroom educators indicated that these professionals, along with administrators, spend a significant amount of their time assisting with extreme behavioural challenges and extensive paperwork. Given this circumstance, they often have minimal time to support teachers in dealing with other learner needs in their classrooms. It was suggested that perhaps the ratios used to allocate resource teachers and guidance counsellors need to

be reviewed to determine if they are adequate or if there is a better way to allocate these educators to schools. Another idea that educators recommended to address classroom composition issues, particularly academic challenges, was to allocate one or two additional full-time equivalents (FTEs) with strong skill sets in literacy, numeracy, and learning disabilities to each school. The main role of these educators would be to lead and/or assist with interventions, support co-teaching at different times, and assist with flexible groupings across grades or readiness levels.

With a growing population of newcomers in the province, many educators voiced the need for more tutoring hours and/or English as an Additional Language (EAL) teacher support to assist these learners, particularly those with limited competency in English. Some suggested a “short-term” intensive language program to assist them before they are asked to spend full days in the classroom. Other ideas included ensuring all teachers and EAs have professional learning around best practices to support English language learning for newcomers; placing EAL teachers in all schools where the population of newcomers is significant and sharing EAL teachers where their numbers are not as high; and ensuring that instructional resources to support English language learning are easily accessible.

## ACCESS/LEARNING OPTIONS/CHOICE

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There were many discussions around the idea of creating a single universal system with one approach to French language learning and respecting families and students who don’t want to learn French.

Proponents of adopting a universal model cited the opportunity to increase access throughout the province. Families, in particular, talked about how they wanted their children to have the opportunity to learn French and become bilingual and to learn more about French cultures. However, concerns were expressed about the ability to find and keep qualified French teachers in rural areas.

### What We Heard....

“Not everyone wants to learn French. I feel choice is important and don’t think we should take it away.”

*Educators Focus Group*

In contrast, some participants expressed concern about a universal model for French learning and how it will be received by some learners or families who may not support learning French for a significant portion of each day. If a student is not interested in learning French, they wondered how this might impact the learner’s overall desire to learn. They encouraged the province to think about providing information in different formats in regard to the benefits of learning additional languages. Another idea was to chart and share pathways to future employment opportunities if a learner was bilingual. Participants felt this might help motivate some students to want to learn French, particularly at the secondary level.

### What We Heard....

“I am not disregarding the importance of French education. I think these language skills are essential, but children and parents must have the choice to accommodate their own learning abilities.”

*Online Survey*

When providing feedback around “program choice,” families often began with sincere stories about hopes and dreams for their children and how the proposed framework would affect these desires. Many were deeply concerned about the degree of choice that would be removed with the implementation of a universal French framework. Families stated strongly that a “one-size model” does not address all the strengths, needs, and interests of their children. Many stakeholders agreed with this viewpoint.

Stakeholders from small rural communities also voiced some fears about the challenge of providing students with access to authentic French learning experiences and exposure to a range of people who speak French. They wondered how the province, school districts, and communities might ensure that all learners would have access to authentic opportunities to use French and participate in various immersive French learning experiences. A few expressed concerns that those with disposable income would be better able to ensure their children had the opportunity to attend French camps or tutoring, or even French private schools.

### What We Heard....

“Are rural communities going to have equitable access to French learning opportunities?”

*Virtual Public Consultation*

Some stakeholders suggested that lack of choice in French programming may impact some people’s decision to come to the province, given the availability of French immersion across the country. Educators and families from the 5th Canadian Division Support Base Gagetown area identified this as a major concern for some military families who have their children enrolled in French immersion before coming to New Brunswick. Others mentioned that a universal program may not be as attractive to some professionals or to some immigrants for their children.

### What We Heard....

“Needs to be choice and more variety. Programs should consider children that need to be challenged more or children who are having challenges learning one language.”

*Online Survey*

## TIMING

Several concerns were raised with respect to the proposed timing for implementing changes to French language learning, with the vast majority stating that the fall of 2023 target for implementing a universal model was too rushed given the number of unanswered questions that remained.

### What We Heard....

“Do changes strategically. Take care and time to address them well.”

*PSSC Chairs*

Many participants urged the province to think about the processes needed to support a successful change to something so extensive as a universal French language learning framework and felt that communication was key to the change.

Educators were worried about when new curricula would be ready and whether instructional resources and professional learning opportunities would be available prior to school opening in the fall. Administrators voiced concerns about having clear and consistent information to share with families who were already asking questions about what programming would look like in the fall of 2023.

### What We Heard....

“Instead of rushing the implementation, this approach should be trialed at the kindergarten level only with the current immersion program remaining in place.”

*Online Survey*

Another area of concern was related to the current severe shortage of French language teachers that exists not only in New Brunswick but across Canada. There were serious doubts about the province finding enough qualified teachers to staff the universal program in kindergarten and Grade 1. This, many stated, is going to negatively impact the implementation, effectiveness, and consistency of a new program, and would mean that some parts of the province are likely to lack access to the program this fall.

Some stakeholders identified that the idea of phasing out the French immersion program has created morale issues for a number of French language teachers who are teaching or who have taught the program. They explained that some French immersion teachers feel, by connection, their work is not valued.

Further concerns came from comments during the consultation sessions and through submitted comments. There was mention of some French immersion teachers applying to work in the francophone system or moving to other provinces to work in the field of French language instruction. Some participants cited examples of new French language teachers who are qualified to teach French immersion considering employment in other provinces, noting that such decisions will only worsen the recruitment situation.

Related closely to the speed of the implementation were concerns about the choice of timing to introduce such a significant change. Many stakeholders indicated that the education system is already under significant stress trying to address gaps in students' learning due to their loss of instructional time and issues related to mental health exacerbated by the COVID-19 pandemic. They questioned the decision to task exhausted educators, still recovering from the impacts of COVID-19 with an additional change that is causing anxiety and uncertainty around job roles. Many stakeholders proposed "hitting the pause button" and using feedback received to strengthen the plan.

There are already two relatively significant changes planned for introduction in 2023, namely the introduction of new high school graduation requirements for students graduating in 2026, and the official implementation of the Building Blocks of Reading (based on the science of reading). Some argued that adding in the proposed changes to French language learning would be too much change all at once. As the Building Blocks of Reading has already begun in some elementary schools, and staff and families are seeing improved results, some participants expressed concerns about disrupting this implementation with another major change at the same level, and one that would also impact the amount of time available for English Language Arts.

### What We Heard....

"One of the greatest concerns is how quickly the timeline is from today to implementation – this is a framework and not an action plan – in seven months – the logistics – regardless – seems like too big a goal – we don't have enough details – how can you support a framework when they haven't provided enough details?"

*Public Consultation*



# Next Steps

One of the positive outcomes of the consultation period was that many stakeholders indicated they would welcome being part of the development of potential solutions for the challenges facing the educational system, specifically with French language learning and English Prime programs.

Therefore, this month, an Executive Steering Committee (ESC) will be established. This executive committee will be comprised of individuals representing educators, students, the New Brunswick Teachers' Association, and other key rights and stakeholder groups. The ESC will establish a vision for making improvements in the anglophone sector, both in English Prime classrooms and French language learning, including the French immersion program. Guiding principles will be developed to guide broader engagement.

This executive committee will be informed by the efforts of two working groups – one targeting improved French language learning, and the other examining improvements to the English Prime program. These groups will engage a number of key partners in education through May and early June 2023, with the goal of submitting recommendations to the ESC shortly thereafter.

An online questionnaire will also be made available to those wishing to submit additional insights.

The overall goal is to have short- and long-term recommendations for improvement that are informed by what is heard throughout the engagement process.

This report, current research, and other key information will be reviewed by these committees to ensure ideas from previous consultations and current best practices will contribute to the overall next steps.