
The Linguistic and Cultural Development Policy

A Brief Overview



*A Societal Project
for the French Education System*

New Brunswick

“The entire Acadian and Francophone community, including parents, school staff, community organizations, the business community and the media, have a duty to become involved in and promote the collective education project.”

Report of the Commission on Francophone Schools, p. 51

A societal project for the French education system

The Linguistic and Cultural Development Policy embodies the vision of a community that has mobilized its strengths to adopt a strategy that will contribute not only to the development of current and future generations, but also to its own vitality as well as the vitality of its language and culture.

Through this policy, New Brunswick’s Acadian and Francophone community, together with the Government of New Brunswick, has committed to a genuine societal project to take on the many challenges associated with its minority linguistic situation. These are reflected in the difficulty of passing on the language and promoting the appropriation of the French-speaking culture.

The purpose of the Linguistic and Cultural Development Policy is to enhance the capacity of all the education partners to fulfill the dual mission of the Acadian and Francophone education system, i.e. to ensure the educational success and identity building of each learner, while contributing to the sustainable development of the Acadian and Francophone community and of the province of New Brunswick.

Linguistic and cultural development in education is the implementation by educational institutions and their education partners, of planned, systematic, and coordinated actions designed to ensure the protection, promotion, and transmission of language and culture.

The outcome of several years of reflection

The Linguistic and Cultural Development Policy project arose from a process of reflection that began a few years ago within the Government of New Brunswick and the Acadian and Francophone community. In 2008, the Commission on Francophone Schools undertook a major consultation with the entire Acadian and Francophone community and various education system stakeholders in order to identify issues and find solutions to the challenges of Francophone schools. The results indicated the importance of developing and adopting a Linguistic and Cultural Development Policy in education. In 2009, a similar recommendation was also included in the *Global Strategy for the Integration of Arts and Culture into Acadian Society in New Brunswick*, which was developed under the framework of the États généraux on arts and culture in Acadian society in New Brunswick.



The Action Group for the Commission on Francophone Schools (AGCFS), an entity formed of multisectorial partners responsible for the implementation of the Commission's recommendations, became the steering committee of the Linguistic and Cultural Development Policy. The members of the AGCFS defined the process of developing the policy. They also developed the vision, mandate, principles, and shared values, and identified the five focus areas that form this policy (School-Family-Community Partnership; Vitality of the Education System; Identity Building; Early Childhood; and Educational Success). More than 200 leaders and specialists with targeted, varied, and complementary expertise played an active role in the development of the policy. Their reflections and analysis, as well as the information gathered at many meetings, helped to identify the priorities and develop the strategies and courses of action set out in this policy whose content reflects the latest research trends in minority communities.

A policy that meets the challenges of education in a minority setting

The Linguistic and Cultural Development Policy is a tool of vision, dialogue, and planning, as well as a reference document. It begins with a general statement on the policy, a framework including the major elements of the vision on which it is based (vision, strategic goals, mission, mandate, shared values, basic principles, and guiding principles), as well as a description of the context of this collective initiative (background, legal foundations, and demolinguistic context). In addition, 48 strategies are presented and divided into four focus areas, i.e. Vitality of the Education System, Identity Building, Early Childhood, and Educational Success. These strategies are supported by the School-Family-Community Partnership focus area, which is the catalyst for their implementation.

An introductory text presents the main concepts relating to each focus area and its strategic goal and mandate. A summary table underscores the areas of intervention in order to identify the



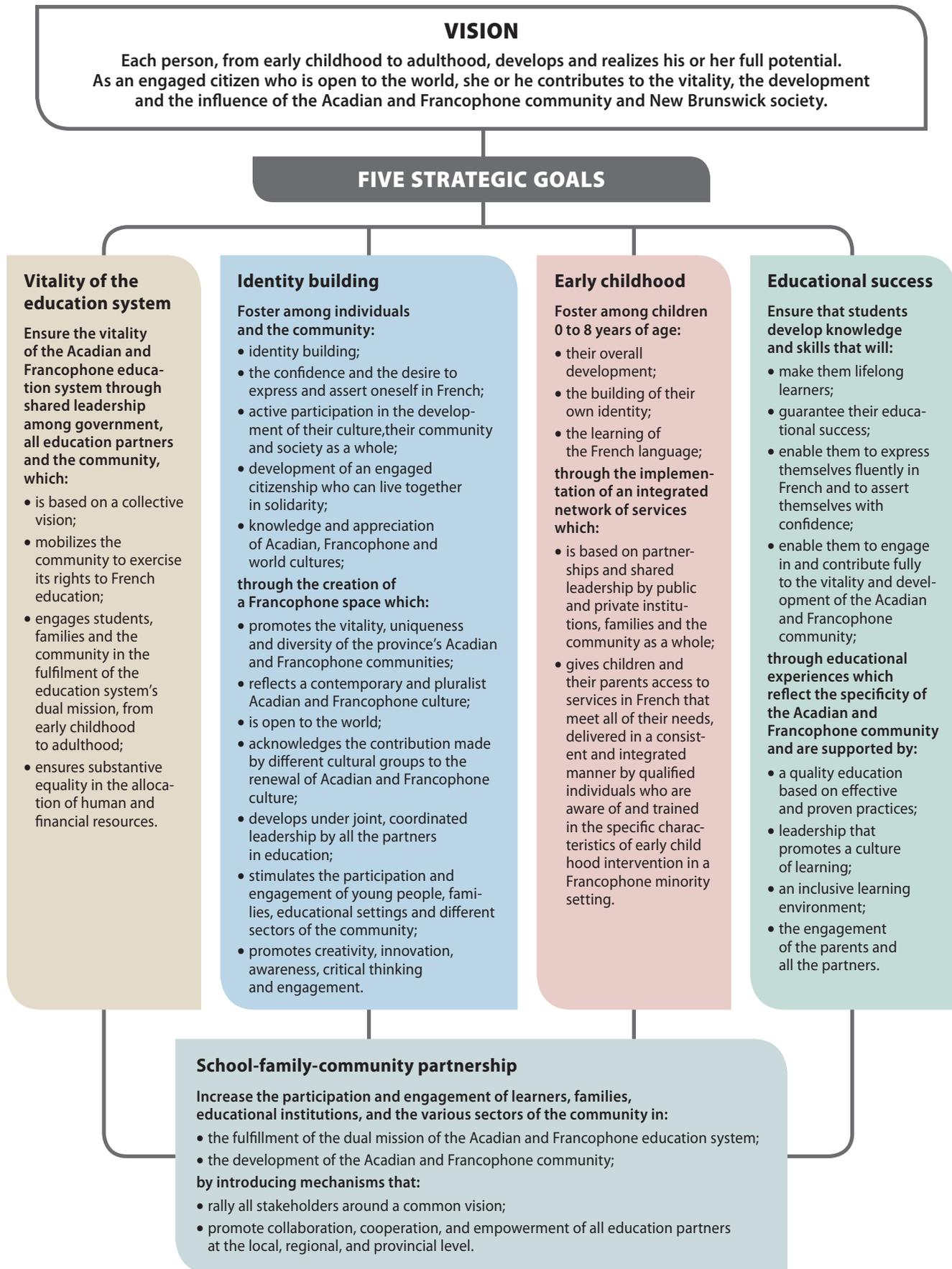
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The Action Group for the Commission on Francophone Schools (AGCFS).

action categories, and outlines the anticipated outcomes as well as the terms of the strategic goal for the focus area. Each strategy is then expanded with an explanation of the rationale, and includes some possible actions to help with its implementation.

The policy concludes with a statement on the implementation mechanisms and monitoring of progress as well as an overview of the roles and responsibilities of all education partners.

THE FRAMEWORK FOR THE LINGUISTIC AND CULTURAL DEVELOPMENT POLICY



THE POLICY'S 48 STRATEGIES

Vitality of the Education System

Promotion, recruitment, and retention

- Promotion and recruitment
- Welcoming, support, and retention

Management mechanisms

- Governance of the school system
- Shared leadership
- Continuous improvement

Resources

- Human resources
- Financial resources
- Infrastructure

Innovation

- Research and development
- Networking and collective capacity in the digital age
- International education

Identity Building

Curriculum, programs and instruction

- Curriculum and instructional resources
- Education in minority settings

Francophone cultural space

- School as a hub of cultural vitality
- School as a space for democratic citizenship
- Development and sustainability of initiatives
- Regional cultural development
- Artistic and cultural creations
- Events of the Francophonie
- Francophone citizenship in traditional and digital media

Partnerships

- Role of conveyor of culture
- Partnership and coordination

Early Childhood

Access to an integrated network of services in French

- Integrated network
- Equal access to services in French

Recruitment, welcoming and support for parents

- Recognition of care, services, and education in French
- Welcoming and support
- Services and resources for linguistic and cultural development

Quality programs and interventions in French

- Human resources
- Staff training
- Programs and instruction

Educational Success

Quality teaching

- Awakening passions and developing skills
- Critical and creative thinking
- Knowledge building
- Literacy
- Francization
- French-language proficiency and a positive relationship with the language
- Numeracy
- Initial and ongoing training

Instructional leadership

- Instructional leadership of principals
- Culture of collaboration

Stimulating and engaging learning environment

- Inclusive learning environment
- Diversified courses and learning experiences
- Digital learning environment
- Comprehensive school health approach
- Engagement in school life

Partnerships

- Parents as first educators
- Community structure of the school
- Collaboration and partnerships

The concepts of education partners and education system partners refer to the groups and individuals engaged in a collaborative process designed to enhance various components of the education system and its impact on the community. They include the **primary partners** (Department of Education and Early Childhood Development, school districts, schools, child care centres, school principals, teaching and non-teaching staff, early childhood education workers, parents, families, and learners), **professional associations** (teacher/school principal associations), **community partners** (parent/youth associations, arts and culture organizations, early childhood/family literacy/immigration organizations), and **institutional partners** (post-secondary institutions), and **other departments that play a role in education** (Department of Social Development, Department of Tourism, Heritage and Culture, Department of Post-Secondary Education, Training and Labour, and Department of Health).

education system from early childhood to the post-secondary level, as well as all other public, private and community stakeholders contributing to the success of this project. Designing the implementation this way underlies a change in culture based on collaboration and concerted efforts by all partners of the Acadian and Francophone education system. This partnership culture will be rooted in a common vision built on individual and collective engagement to fulfill the dual mission of Acadian and Francophone schools. The mechanisms for implementation and for monitoring progress are established with this in mind.

Similarly, the education partners will define certain components of accountability and establish measures to evaluate the policy's impact. The Department of Education and Early Childhood Development will assume special responsibility throughout the implementation process by

facilitating the introduction of mechanisms to encourage cooperation among the partners so that together they can achieve the policy's anticipated outcomes.

In adopting the Linguistic and Cultural Development Policy, the Government of New Brunswick reaffirms to the Acadian and Francophone community a commitment to contribute to its sustainability and development, thereby reiterating the importance it places on having all students reach their full potential. In this way, the government is joining forces with the Acadian and Francophone community to carry out this societal project, believing that the policy's success rests on the strength and the momentum of the multi-sector partnerships at all levels of the education system (local, regional, provincial).

The policy is a crucial step in the history of New Brunswick Acadians and Francophones by identifying certain challenges of education in a minority setting and by proposing strategies that can meet them. The Linguistic and Cultural Development Policy will contribute not only to the vitality of the French language and the French-speaking culture, but also to the evolution of the Acadian and Francophone community and that of New Brunswick society as a whole.



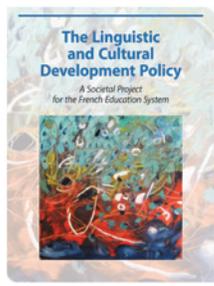
FRANCOPHONE NORD-EST SCHOOL DISTRICT



FRANCOPHONE NORD-OUEST SCHOOL DISTRICT

A brief overview of the The Linguistic and Cultural Development Policy

- **A vision** clearly stated for the Acadian and Francophone education system;
- **Solutions** to the challenges of education in a minority setting;
- **A solid plan** to enable the education system partners to contribute to a quality education in French;
- **An instrument of change** for the education system as a whole;
- **An instructional approach in a minority setting** focused on cooperation, commitment, and shared leadership;
- **Proposed mechanisms** that meet the needs of the Acadian and Francophone community as well as the education system;
- **Four focus areas** that are the activity sectors of choice to achieve the anticipated outcomes of the policy
 - Vitality of the Education System;
 - Identity Building;
 - Early Childhood;
 - Educational Success.
- **A transversal focus area**, School-Family-Community Partnership, the driving force for the implementation of all the strategies;
- **48 complementary interrelated strategies** forming a coherent whole organized around the focus areas;
- **Hundreds of possible actions.**



The **full version** of the policy can be downloaded at:

<http://www.gnb.ca/0000/publications/comm/LCDP.pdf>