

La ministre de l'Éducation

**Québec, le 19 janvier 1993**

**Madame Gretta Chambers  
20, rue St-Paul Ouest  
Montréal (Québec)  
H2Y 2C5**

**Madame,**

**Je vous remercie d'avoir accepté de présider la nouvelle Commission de l'éducation en langue anglaise que je forme en donnant suite à la recommandation du Groupe de travail sur le réseau scolaire anglophone. Je confie à cette commission le mandat de me donner son avis sur les questions touchant les services éducatifs dispensés dans les écoles anglaises primaires et secondaires et de répondre aux demandes d'avis que je pourrai lui adresser.**

**Je suis convaincue que vous saurez apporter à votre rôle de présidente toute la compétence et l'engagement que vous avez déjà largement démontrés en matière d'éducation au Québec.**

**Cette commission comptera quinze autres membres reconnus pour leur compétence en matière d'éducation et choisis dans le réseau scolaire anglophone parmi les enseignants et enseignantes, le personnel professionnel, le personnel d'encadrement, les parents, les commissaires et dans la communauté anglophone parmi les personnes intéressées à l'éducation.**

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Je joins à cette lettre la liste des personnes que j'ai nommées. J'ajoute que j'ai demandé à la sous-ministre adjointe pour la communauté anglophone de participer aux travaux de la commission à titre de membre d'office, sans droit de vote. Celle-ci pourra, par ailleurs, se faire accompagner par d'autres personnes du Ministère dont la compétence et la connaissance des politiques et programmes ministériels pourraient être utiles à vos travaux.

Il est entendu que la durée du mandat des membres ainsi que du président ou de la présidente sera de trois ans. Cependant, dans le souci d'assurer une certaine continuité, la durée des premiers mandats fera exception. Ainsi, je vous demande de siéger à titre de présidente de janvier 1993 à juin 1994 et j'ai confié aux personnes nommées un mandat qui débute en janvier 1993 mais s'achèvera soit en juin 1994, soit en juin 1995, soit en juin 1996.

Soyez assurée de la confiance que j'accorde au nouvel organisme que vous allez présider et de ma volonté de faciliter ses travaux. À cet égard, je vous invite à prendre contact avec mes collaborateurs et collaboratrices pour établir les modalités de soutien que le Ministère vous accordera.

Je vous prie de recevoir, Madame, mon appréciation de votre disponibilité pour mener à bien cette nouvelle entreprise que je souhaite fructueuse pour la communauté anglophone et pour l'ensemble du système éducatif.



LUCIENNE ROBILLARD

p.j.

*English-  
Language  
Education  
in Québec*



*A Response  
to the Task Force  
on English Education*

Québec 

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Le ministre de l'Éducation

September 11, 1992

Mrs. Gretta Chambers  
Chair  
Task Force on English Education

Dear Mrs. Chambers:

I am pleased at this time to provide you with my response to the Task Force Report on English Education which you submitted to me last February.

I consider your report a significant contribution to the ongoing development of English-language education in Québec. It is evident from the scope of the 29 recommendations it contained that the Task Force brought to the challenge posed by its mandate a collective breadth of understanding and a concern for its community that served it well. I am pleased to note that the report's recommendations reflect an obvious commitment to the goal of quality service.

It was with this goal of quality in mind that I published *Education: Driving our Future* in September 1991 and recently launched *Joining Forces: Plan of Action on Educational Success*. The strength of this initiative is closely tied to the collaboration and cooperation offered by all partners in education, including representatives of the English-speaking community.

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Therefore, although prime responsibility must now be assumed by other educational partners, I am asking Task Force members to continue to monitor the work in progress and to support the implementation of its report until December 1992. It is anticipated that implementation will be well under way by that time, and that the mandate of the Task Force will be complete.

In my initial response to the Task Force in March 1992, I indicated that I was prepared to act immediately on those recommendations that were within my exclusive jurisdiction. This document constitutes my response to those recommendations. Before presenting this response, I wish, however, to briefly review the status of those recommendations which fall beyond the exclusive domain of my own Ministry.

First, in the light of the decline in student enrolment witnessed by the English-speaking community over the last fifteen years, it is understandable that the Task Force should believe that increased access to English schooling would provide support for the English school system. The recommendation, however, touches legislative measures crucial to the interests of all Quebecers and is of major interest to the government as a whole.

Consequently, this recommendation warrants objective and in-depth study of both the factors contributing to the decline in enrolment and the potential impact of any increase in access to English schooling. I am currently studying different hypotheses for increasing access to English schooling and will soon be submitting them to the Cabinet for consideration.

While the Ministry has already produced a leaflet on eligibility for English schooling, an update of this pamphlet in a form that is more accessible to all who may be interested in the conditions governing access to English schools and in the procedures related to eligibility requests is currently being prepared.

Since its inception, the Appeals Committee which handles parental requests for reconsideration of eligibility decisions has included a member of the English-speaking community. The precedent is now firmly established.

Second, the Education Act contains provisions which when enacted would establish linguistic school boards. However, these provisions are under review by the Supreme Court of Canada in order to establish whether they comply with the Canadian Constitution.

Meanwhile, I will be exploring with my fellow Cabinet members the feasibility and appropriateness of providing the additional guarantees for linguistic school boards, beyond those already present in the Education Act, requested by the Task Force. Clearly, these issues are related to the Supreme Court judgement and no concrete action or announcement should be expected before the judgement has been rendered.

Third, a number of recommendations submitted by the Task Force highlighted the difficulties of providing school support services from the health and social services sector. As this issue falls under the jurisdiction of the Ministère de la santé et des services sociaux (MSSS) as well as the Ministère de l'Éducation (MEQ), it is my intention to determine with the Minister of Health and Social Services whether the current joint mechanism of MEQ-MSSS cooperation provides for adequate participation from the English-speaking educational community or whether additional action and collaboration are needed.

This document, as my response to the Task Force report, is intended to mold policy on English education. As such, it is an integral part of a broader policy initiative on school success and on meeting the challenge of the future. Like the other elements of this policy initiative, it is based on the principle that the interaction between teachers and students is at the core of all quality education. Everything else is in place to support and nurture this crucial interaction. In order to allow this special partnership to flourish, we must concentrate on concrete action: empowering through local initiatives; supporting actions that have proven to work well; encouraging the various partnerships that are imperative to school success; emphasizing the human dynamic.

I would like to underscore the extent to which many of the concerns expressed by the members of the Task Force confirm and reflect views expressed by teachers, students, parents and administrators during the widespread consultation held

through regional conferences in the fall of 1991. While English-speaking Quebecers may have specific needs and concerns, they also share needs and concerns in common with all Quebecers. This should not surprise us if we accept that beyond linguistic and cultural differences all Quebecers share a concern for the quality education of their children.

Finally, I would note that responses to many of the recommendations proposed by the Task Force are already in progress, although they may be at different stages of development. I also reaffirm my resolve to respond in an effective manner to each of these recommendations. In conclusion, Mrs. Chambers, I take this opportunity to express my gratitude to you for the leadership you provided as chair of the Task Force on English Education and to all the members for responding so admirably to their mandate.



Michel Pagé



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## INTRODUCTION

It is the responsibility of the Minister of Education to ensure quality in the educational services provided by the education system to the population of Québec. It was with the objective of ensuring quality service to English-speaking students, that a task force on English education was mandated in September 1991 to examine four key areas of concern: the decline of the English school population, the situation of small schools, vocational education and the exodus of young English-speaking Quebecers.

The English-speaking community has always been and continues to be an integral part of Québec society. It reflects the important diversity that has always been present in Québec, a diversity that offers strength and an outward-looking vision. English institutions not only give valuable service but also play an important role in developing leadership in the Québec community. These institutions deserve support and young anglophone Quebecers must feel that their schools are responsive and dynamic institutions which are changing with the times. English schools must provide these young people with, not only a knowledge of their past but also a vision of their future in Québec.

The remainder of this document provides the Minister of Education's response to those Task Force recommendations which fall exclusively within his domain. These recommendations have been considered as they relate to one another within five main goals: increasing the involvement of the English-speaking community in educational policy development and implementation; serving small and distant schools and exploring new technologies; building new

partnerships in curriculum development; supporting teachers and administrators; fostering access to English-language vocational education.

It provides an overview of work already in progress in various departments which should have a positive impact on these concerns and outlines specific initiatives proposed as a direct response to one or more recommendations.

#### **INCREASING THE INVOLVEMENT OF THE ENGLISH-SPEAKING COMMUNITY IN EDUCATIONAL POLICY DEVELOPMENT AND IMPLEMENTATION**

English education is best served when it is mainstreamed and integrated into the whole. However, the Task Force Report makes it clear that, in order to be effective as an integral part of a larger structure and to fully address the concerns of the English-speaking community, more anglophone participation is necessary at two levels: policy development and service delivery. The English-speaking community must have input at high levels of decision-making, for example, in curriculum, especially where language and culture are concerned. It must also be accorded flexibility in managing its specific realities and institutions.

First, the creation of the post of Assistant Deputy-Minister for the English-speaking Community guarantees an English presence at the highest decision-making level of the Ministry. The mandate of the Assistant Deputy Minister is to ensure on an ongoing basis that the Ministry's orientations take into account the English-speaking community's needs. Immediate specific tasks will include

the implementation of the Task Force's recommendations and the establishment of an English small schools service.

Second, the Minister of Education will establish an Advisory Board on English Education whose mandate will be to advise the Minister on all matters affecting the educational services offered in English schools. As such, this new board, established on linguistic lines, will have the power to explore educational policy issues it considers important for the development of a healthy and effective English school system. It will also have the responsibility of responding to requests for advice submitted to it by the Minister. This board, expected to be in place in the fall of 1992, will be comprised of fifteen members: parents, teachers, non-teaching professionals, educational administrators and community representatives.

#### **SERVING SMALL AND DISTANT SCHOOLS AND EXPLORING NEW TECHNOLOGIES**

Given the reality of Québec geography and population distribution there will always be a large number of small schools, especially at the elementary school level. In the English-speaking community, geographic dispersion and decreasing population have led to a situation in which more than half the English schools in Québec have fewer than 200 students. In many cases, small English schools are the hub of their communities, and while all parents are usually unhappy about school closings, members of these small English communities see the closing of their local school as the final sign of the decline of their community. For this reason, it has been argued that the Ministry must play a role in preventing school closings.

Yet, issues of school location and the delivery of educational services are primarily school board responsibilities, and, while it is true that increased financial resources could sometimes help to keep certain schools open, it is not clear that this is always the best medium- or long-term answer to problems of delivery of quality education to students. For this reason, the Ministry is not prepared to establish any absolute principles regarding school closings but will be concerned to ensure that English-speaking students continue to receive quality education wherever they live in Québec. The Ministry is also prepared to support the development of special projects aimed at enhancing the education currently offered in small English schools and in helping these schools meet their own special needs and challenges.

Small schools, which are often located in remote areas, are confronted with problems that are unique to their special circumstances, i.e., a sense of isolation, lack of contact with other educators, limited resources. In the case of a small English school, these problems may be exacerbated by the fact that the school is the only English institution in the community and that it is far from other English resources, such as bookstores, libraries, colleges and universities.

As one of a variety of strategies to address these concerns in the English sector, the Ministry is setting up an English small schools advisory committee. This committee will be comprised of educators who are currently living the small school experience, as well as resource people from the Ministry with expertise in distance education and technology.

The mandate of this committee will include defining pedagogical problems particular to small schools and determining the extent to which new technologies can address either specific problems or combinations of similar concerns. The result of this work will generate the criteria for a variety of pilot projects focusing on the use of technology within these schools.

Successful pilot projects need to be generalized. Other interested schools must have the opportunity to learn from models of success. A conference on small schools in the fall of 1992, spearheaded by the Ministry, will provide an excellent opportunity for small school educators, both francophone and anglophone, to gain greater expertise in specific problem areas, to showcase their own successes and to exchange valuable information.

Small schools have individual personalities that reflect their communities. Not only must personnel from these schools have the opportunity to share and exchange, they must also be able to choose activities that are tailor-made to their individual needs.

To support such goals, the Ministry has designed a special project entitled "Site-based in-service for small schools in the English sector". This project aims to provide both technical and financial assistance to the staff of individual schools in order to enable them to define their own professional development needs and plan and implement a staff in-service plan extending over a full school year.

Small schools, regardless of the language in which they offer instruction, are provided with equal resources. School boards which experience difficulty in adequately

staffing their schools have always been invited to explain their own special realities and all school boards participate in the yearly consultation regarding changes into the budgetary rules. Funding to small schools for the 1992-1993 school year has been increased and the question of financing will once again be under review for 1993-1994.

Small and distant schools need to be able to define their own needs and then reach out to share their concerns as well as their knowledge and expertise. The variety of measures focusing on small schools, the exploration of new technologies, the conference on small schools, the small schools advisory committee, the on-site staff development project are all the beginnings of both an information sharing network and a small schools service that will help small schools to meet their needs.

While these actions essentially target the services offered in the youth sector, the Ministry is also concerned with supporting distance education services offered in the adult sector. In order to ensure that such services are available to English-speaking Quebecers, the Ministry will hire a resource person to be responsible for English-language distance education. This person will be in charge of coordinating the production of all English language courses offered by the Ministry through distance education, carrying out a needs analysis and developing teaching materials and evaluation instruments.

Furthermore, the recent Plan of Action on Educational Success, *Joining Forces*, encourages and supports local initiative. School boards will be invited to develop their own three-year plans of action which will, in turn, support school-based projects aimed at school success. Schools that serve students from areas which also have a

high dropout rate will benefit from additional financial resources to do this.

#### **BUILDING NEW PARTNERSHIPS IN CURRICULUM DEVELOPMENT**

The content and organization of the current curriculum as well as the amount of control the English-speaking community exercises over what is taught in English schools have been major concerns over the past ten years. The report of the Task Force echoes these concerns.

The overall response of the Ministry to this issue is twofold. First, it must be stressed that the last several years have led to a major increase in the number of English-speaking educators who, along with francophone colleagues, sit on various Ministry production and consultation committees related to curriculum, textbook approval and evaluation. This trend is seen as valuable and will continue to be supported by the Ministry.

Second, as described in the Plan of Action, *Joining Forces*, the Ministry is currently engaged in a process aimed at making the curriculum more flexible and more responsive to the diverse needs of various student populations. The Ministry is prepared to look at modifying the current regulations governing curriculum, but it intends to do so in partnership with all Québec educators. Such a partnership is essential since these regulations must reflect the best possible consensus on what should constitute the core elements of the basic education to which all Quebecers are entitled. These regulations must also reflect general agreement on the flexibility most likely to foster creative responses to local needs and to students' individual needs.



In order to do this, the Minister will establish, in collaboration with all educational partners, a working group whose mandate will be to analyze the current curriculum and make recommendations on needed changes. This working group will include representatives from the English-speaking community. It is expected that greater flexibility in the curriculum will result from this operation. Any increase in the flexibility of the curriculum should, of course, allow for effecting many of the innovations proposed by the Task Force on English Education, such as exploring the possibility of offering certain CEGEP courses to high-achieving secondary students or adopting innovative approaches which make better use of the school calendar to serve the needs of students who must travel long distances.

The current premise is still that a secondary school diploma should have the same weight and be of equal value whether awarded in an English school or in a French school, in Montréal or on the Lower North Shore. Such a fundamental indicator of student achievement cannot be allowed to take on multiple meanings.

It is anticipated that, in addition to following the activities of this new working group, the Advisory Board on English Education will also wish to examine more closely the recommendations made by the Task Force on English Education and determine which require policy changes at the Ministry level and which could already be the object of experimentation by school boards and schools. More specifically, it will be asked to study which programs of study should be further adapted to the needs of English-speaking students, particularly those which are related to language and culture. It will also be asked to look at the current policies and practices which govern textbook

approval and purchase and propose changes aimed at increasing the availability of textbooks in English schools.

While these issues are related to the overall organization of curriculum, the Task Force also made recommendations more directly related to individual programs of study. French second language was one such area. It is recognized by the Ministry that English schools are making great efforts to improve their students' proficiency in French. For two years now, the Ministry has been providing funds for the purchase of French second language materials and it will continue to do so. The Ministry has also been revising all the French second language programs of study with the dual aim of making these programs more flexible and more responsive to community expectations. A detailed report on this operation, along with a schedule for the publication of the new programs and guides, will be published in the fall of 1992 and early piloting of some new programs will be underway in 1992-1993.

In the area of cooperative education, the Task Force made some valuable suggestions for new development. While the Ministry has been working on the support of cooperative education in both vocational education and Individualized Paths for Learning, it has yet to undertake a major exploration of how cooperative education and work-study programs could be used in general education to enhance the school experience of regular secondary school students. Such a suggestion fits in well with the current policy initiative on school success. During the 1992-1993 school year, the Ministry will study such models and will be interested in collaborating with school boards wishing to experiment in this area.

Support for courses which offer a more practical approach to learning is already in place via the technology-oriented path, a model which is currently undergoing experimentation in the francophone sector. By seconding an appropriate English-speaking educator in September 1992, the Ministry intends to extend this model to a number of English schools in 1993-1994.

Finally, the Plan of Action, *Joining Forces*, has already given the signal to schools and school boards to look for ways of varying pedagogical practices and revitalizing the school. The Ministry will be following these innovations, as well as looking at the work already being done in alternative schools, for the light they might shed on more general issues of curriculum development.

#### **SUPPORTING TEACHERS AND ADMINISTRATORS**

Schools, like the people who work in them, are not static entities. They must change, grow and be revitalized if they are to continue to be effective; they should be welcoming, full of challenges and excitement. It has been increasingly difficult for schools within the English sector to renew themselves. A decreasing student enrolment, an aging teacher population and a general sense of powerlessness are making it more and more difficult for English schools to respond to change.

Yet, teachers along with principals hold the key to school success. If teachers are to remain at their peak they must be allowed to grow, to be more mobile if that is what they need to do, and to experience new and different situations. Teachers must be given greater incentive to

renew their professional skills and develop their personal talents on a regular basis.

The Conseil Supérieur de l'Éducation in its 1990-1991 report, *The Teaching Profession: Toward a Renewal of the Social Contract*, proposes two objectives to ensure the future health of the teaching profession: ensuring that teaching tasks are varied and ensuring that teachers have greater career mobility.

It is within this context that the teachers' collective agreements for 1992-1994 provide for the establishment of a committee to study most notably the participation of teachers in receiving both student teachers and newly employed teachers, the adjustment of workloads for teachers nearing retirement and the impact which these may have on the general workloads of teachers.

Existing measures within the Ministry already provide opportunities for teachers to diversify their professional experience. These include, on the one hand, the loan of service, which allows teachers to participate on special projects and, on the other hand, the public competition, which allows for hiring to fill regular positions with priority given to teachers on availability. Furthermore, teachers are also invited to participate on various working committees in different areas, for example, the evaluation of didactic materials, the preparation of examinations and the preparation of programs and curriculum guides.

In order to foster the professional development of teachers as well as to benefit from their expertise, the Ministry also supports English-language subject associations. Provincial subject associations offer the framework for a province-wide network of teachers. These

associations also provide opportunities to showcase excellence within the teaching profession and to recognize outstanding teachers and innovative projects. The Ministry will continue to support this network which provides an important communications link for the flow of ideas, information and support.

As for the English school administrators, these are invited to play a leadership role within their associations. These associations, with their hands-on school experience, could provide valuable input to the Advisory Board on English Education.

Schools that are effective and outstanding also need to be recognized. The Ministry is committed to finding original ways to spotlight both individual and group successes. It will continue to recognize and publicize successes in the traditional ways, but in the context of the Plan of Action, will also coordinate a new program of recognition. This will include the selection of projects by peer jurors, the announcement of the winners, and could include the development of other forms of recognition, such as scholarships and professional development leaves.

Teachers and administrators not only need support for their own development but also require support in the delivery of services to their students. As outlined in the Plan of Action, schools serving students who are from disadvantaged families and are at risk of leaving school without a diploma will be able to request extra resources to help meet their needs. As the focus of these extra resources will be on school success, it is likely that students with difficulties will benefit.

Early intervention aimed at students with difficulties is a vital step in ensuring school success. Developing measurement instruments to identify these students and plan early intervention strategies is an ambitious task. The Ministry intends to begin the development of these evaluation instruments focused on areas in which students most often have difficulties: reading, writing and mathematics. Two types of instruments will be necessary: summative evaluation tools to determine a student's level of functioning in relation to his or her peers and diagnostic tools to indicate the nature of the difficulty and offer some strategies for correction.

Given the ambitious nature of this project, the need to base the instruments on program objectives, the need to work closely with the school community and the available pedagogical resources, the plan for the development of these evaluation instruments will be carried out over a three-year period.

#### **FOSTERING ACCESS TO ENGLISH-LANGUAGE VOCATIONAL EDUCATION**

The decline in school enrolment in the English sector has been particularly acute in the vocational education sector. Ironically, this decline has occurred at a time when the marketplace demand for expertise in technical and trade skills is increasing dramatically.

The English-language enrolment in the public sector vocational education programs is significantly lower than the level anticipated for a school population of its size. Moreover, this clientele is largely composed of adults returning to school. Clearly, a concerted effort must be

made to encourage more students, particularly in the youth sector, to choose these new training programs.

But the factors contributing to increasing enrolment across the province go beyond interesting individuals in such training. The majority of options offered in English are concentrated in the Montréal area and this poses particular problems for potential students in outlying areas. The long-distance travel and ensuing costs, especially for returning students who have dependents, are discouraging factors. Even if these difficulties can be resolved, an applicant may then find that he or she cannot meet the admission requirements of many vocational programs.

The Ministry is currently working to respond to both these concerns through the development of a financial aid program and through a process of modifying admission requirements by establishing functional prerequisites for each of the vocational programs. By determining a candidate's skill level in relation to the functional prerequisites established for the program of his or her choice, prior on-the-job learning or informally acquired knowledge can be recognized. This would also provide a clearer indication of the upgrading the individual needs in order to meet admission requirements.

Since the Ministry launched its major reform of vocational education in 1986, English-speaking educators in the vocational education sector have been critical of the rate at which English versions of programs, pedagogical support materials and in-service training have been made available. Recognizing these difficulties, one of the Ministry's objectives for the coming year is to improve the availability of English materials and develop more creative

ways to provide in-service support to widely-dispersed English-speaking teachers.

In November 1992, the Ministry will also be producing an orientation document on English-language vocational education and will be seeking input from school boards in producing a final long-term plan. In addition to the issues of translation and in-service training, this document will address issues related to the provision of student services and to access to regional and specialized centres.

The inclusion of a strategy for English-language education as part of a renewed orientation plan for vocational education as a whole is testimony to the Ministry's commitment to the English sector. The ongoing contribution of dynamic leadership and commitment from school boards will ensure that this commitment results in an effective response to the needs of the community.

#### **CONCLUSION**

Québec society has the obligation to provide quality educational services to all Quebecers. It has a further obligation to ensure that more and more students achieve school success and can look ahead to a future in which they can build satisfying and productive lives for themselves. It is within the context of the Ministry's Plan of Action that these objectives and the means to achieve them are best articulated. These objectives and these means are valid for all students, regardless of language of instruction, and the English-speaking community remains a partner in this initiative.



The Task Force on English Education brought forward a number of observations and recommendations, some of which tie in closely with the concerns that underlie the overall Plan of Action, *Joining Forces*, and some of which are relevant to realities that are exclusive to the English-speaking community. Clearly, the English-speaking community requires certain particular forms of support if its educational system is to fulfill the challenging task of preparing young English-speaking Quebecers to take their rightful place in society. It is intended that the measures described in this document will provide that support and it is hoped that all Quebecers will collaborate closely in the creation of an educational system in which learning is valued, differences are accepted and students are truly the focus of all action.

## **SUMMARY OF MEASURES ADOPTED IN RESPONSE TO THE RECOMMENDATIONS OF THE TASK FORCE ON ENGLISH-LANGUAGE EDUCATION**

### **1. INCREASING ENGLISH-COMMUNITY INVOLVEMENT IN EDUCATIONAL POLICY DEVELOPMENT AND IMPLEMENTATION:**

- \* Creation of the post of Assistant Deputy-Minister for the English-speaking Community.
- \* Creation of an Advisory Board on English Education mandated to advise the Minister on matters affecting educational services offered in English schools.

### **2. SERVING SMALL AND DISTANT SCHOOLS AND EXPLORING NEW TECHNOLOGIES:**

- \* Establishment of an English Small Schools Advisory Committee mandated to develop orientations on the use of technology and small schools.
- \* Fall 1992 Small Schools Conference.
- \* Site-based in-service project for small schools.
- \* Employment of an English-language distance education resource person for adult education.

### **3. BUILDING NEW PARTNERSHIPS IN CURRICULUM DEVELOPMENT:**

- \* Ongoing participation of English-speaking teachers on Ministry production and consultation committees.
- \* Creation of a ministerial working group, with English-speaking community representation, to study curriculum flexibility.
- \* French second language curriculum:
  - ongoing funding of resource materials
  - Fall 1992 report on revision of programs
  - piloting of new programs in 1992-1993
- \* Cooperative Education:
  - continuation of this approach for vocational education and individualized paths of learning
  - initiative to expand this concept into general education through collaboration with interested school boards in 1992-1993.

- \* Technology-oriented education:
  - employment of an English-speaking resource person
  - piloting of technology-oriented education in the English sector in 1993-1994

#### **4. SUPPORTING TEACHERS AND ADMINISTRATORS:**

- \* Creation of a committee to study the integration of new teachers and the workloads of teachers nearing retirement according to the provisions of the 1992-1994 teachers' collective agreements.
- \* Ongoing Ministry support of subject associations.
- \* Development of a program to recognize effective teachers and schools.
- \* Provision of additional resources for schools serving high-risk students.
- \* Three-year project to develop new evaluation resources for use in elementary schools to identify students in difficulty.

#### **5. FOSTERING ACCESS TO ENGLISH-LANGUAGE VOCATIONAL EDUCATION:**

- \* Development of a financial aid program to meet the needs of vocational students.
- \* Modification of the admissions process to include program-specific functional prerequisites.
- \* Improving the availability of English pedagogical materials.
- \* Studying alternative approaches to in-service training of widely-dispersed English-speaking teachers.
- \* Development in 1992-93 of a three-year orientation plan for English-language vocational education.

This document is further to the MEQ's orientations for 1991-1993, which were released in September 1991 under the title: *Education: Driving Our Future*.

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**Other title in this series:**

*Teacher Training: Secondary School General Education*

*Educational Success for All*

*Joining Forces*

*Pour une langue belle*

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