

Knowing One's Community

THROUGH LANGUAGE RIGHTS



Canadian Teachers' Federation
Fédération canadienne des enseignantes et des enseignants



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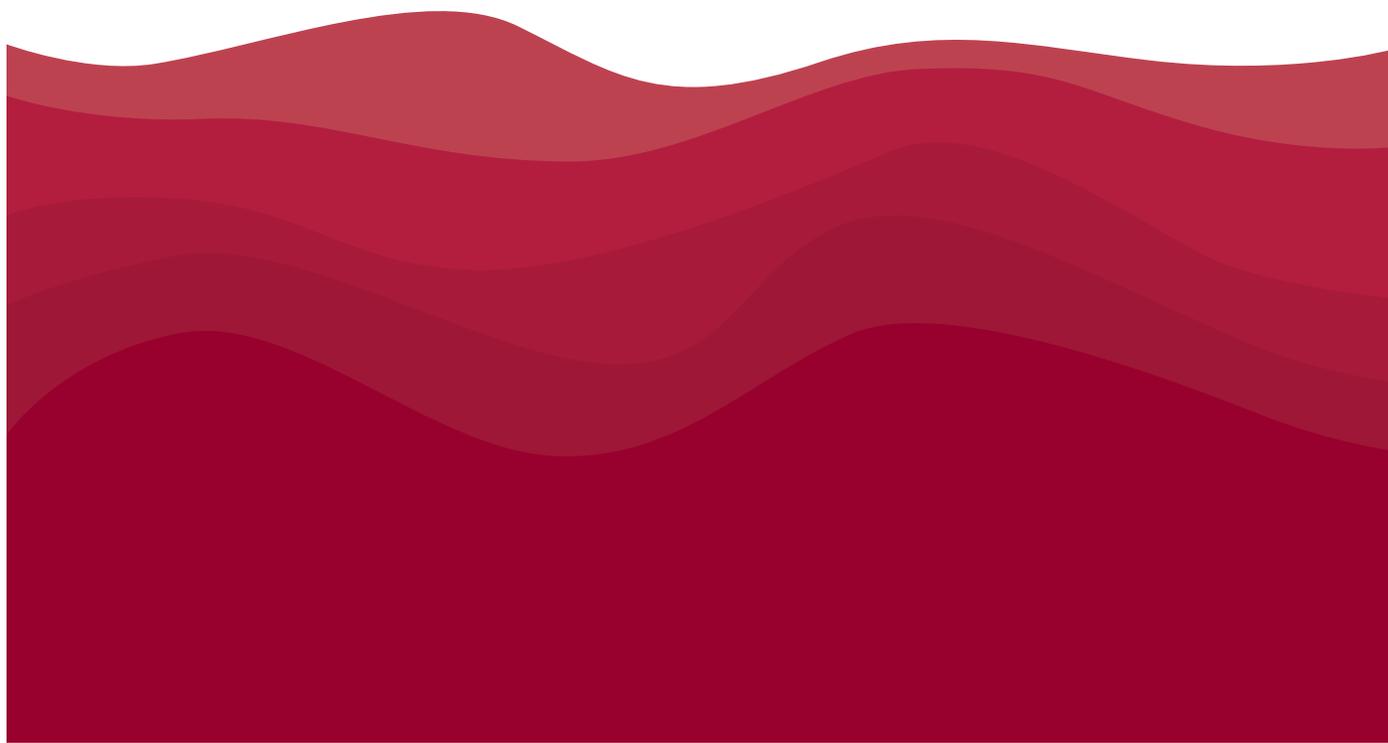
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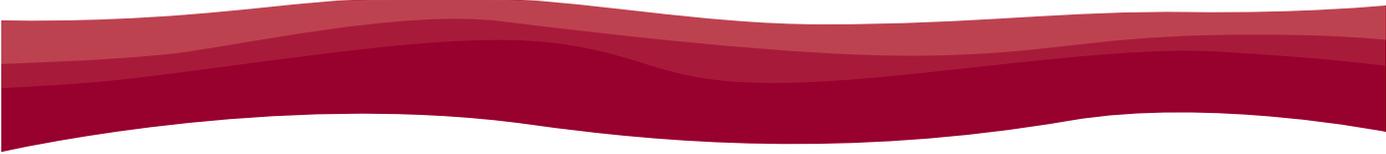
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KNOWING ONE'S COMMUNITY

THROUGH LANGUAGE RIGHTS





GENERAL INFORMATION

French-language schools in minority settings are set apart from other schools by their twofold mission: the educational success of students and the building of their Francophone identity. As a result, there are few French-language school boards or schools that do not underline the importance of the French-language culture in their mission.

The passage of the *Canadian Charter of Rights and Freedoms* in 1982 has specifically advanced the cause of the language rights of Francophone communities outside Quebec in recent years. Sections 16 to 23, as interpreted by Canadian courts, have enabled minority-language communities to move forward in such areas as school administration and the delivery of public services in French.

There was a need for minority communities to acquire and assert their rights in order to secure a school system capable of fully playing its part in achieving educational success for Francophone students while building their Francophone identity. Even today, however, the proliferation of court cases initiated by parent and community groups shows how much remains to be done if all minority Francophone communities are to enjoy a school system that fully meets their needs.

Given the circumstances, should minority schools not make provision for students to learn about language rights? Should teachers not be equipped to prepare younger generations to take up the torch and pursue efforts to assert our rights? These were the questions raised by the partners of this project, and which constitute the starting point of this study.

[...] the proliferation of court cases initiated by parent and community groups shows how much remains to be done if all minority Francophone communities are to enjoy a school system that fully meets their needs.

PARTNERS

The Fédération des associations de juristes d'expression française de common law (FAJEF) is one of the key players. It links regional, provincial and territorial associations of Francophone jurists committed to promoting and defending access to justice in French in the common-law provinces and territories. Among its objectives is raising awareness of their language rights and of the importance of access to justice in French among the members of Francophone and Acadian communities. It also aims, in concert with its members, to raise the awareness of all Canadians on the issue of language rights.¹

The goal of the Language Rights Support Program (LRSP) is to promote knowledge of constitutional language rights by educating the public, improving access to dispute-settlement processes that avoid the courts, and supporting judicial remedies designed to advance or clarify language rights.²

The Canadian Teachers' Federation (CTF) is an active partner in advocating full respect for the right of Francophones to quality education. In 2008, CTF launched the *Knowing One's Community* series, which examines curricula in provinces and territories where French is the language of the minority. *Knowing One's Community Through Language Rights* is part of this series, and is made possible with support from the FAJEF and the LRSP.

The evolution of language rights in Canada has resulted from the efforts of French-language organizations and leaders to convince legislators to establish a legal framework with mechanisms to promote respect for language rights and enhanced access to services in French in all segments of Canadian society.

¹ www.fajef.ca

² On September 9, 2009, the University of Ottawa became the managing institution of the LRSP through a partnership between the Official Languages and Bilingualism Institute and the University's Faculty of Law. <https://padl-lrsp.uottawa.ca>.

BACKGROUND

The evolution of language rights in Canada has resulted from the efforts of French-language organizations and leaders to convince legislators to establish a legal framework with mechanisms to promote respect for language rights and enhanced access to services in French in all segments of Canadian society. Language rights have been the subject of sustained efforts to raise awareness within minority communities in order for them to assert those rights.

This study of language rights was conducted during the 2015-2016 winter months and it is important to keep in mind that only curricula available at that time on the various education department websites were analysed. Documents that were not available electronically were not included in the research.

Finally, to ensure consistency with the *Knowing One's Community* series, the study was structured around the same themes as the previous documents.

Most of the curricula analysed that include law and legal institutions mention the Canadian Constitution and the Canadian Charter of Rights and Freedoms, but without defining the language rights of Francophones or proposing further study of the subject.

Some of the proposed learning activities are intended to lead students, as members of a minority group, to realize the importance of asserting their language rights as recognized in the Canadian Constitution, and of assessing their own commitment to such rights.

WHAT IS A CURRICULUM?

It is important to mention that in Canada, there are a variety of names used to designate the documents that serve as a first source of reference for teachers in a specific subject area.

In this report, the term “curricula” will be used to designate the pedagogical documents that have been approved by ministries of Education and that set the teaching goals in each subject area on the education agenda. Curricula are generally divided into two components: the *theoretical framework*, which presents the provincial or territorial education system’s expectations for the subject area, and the *teaching plan*, which presents learning outcomes in greater detail.

[...] conscious efforts are being made to make room for the study of legislation from the standpoint of the minority, but they are not systematic nor sufficient for young Francophones to be well prepared to exercise their language rights.

[...] curricula in law and those that incorporate aspects of law make little room for the issues that are of specific concern to Francophone and Acadian communities.

LANGUAGE RIGHTS IN CURRICULA

Research carried out for this project indicates that six provinces in particular have developed curricula in law specifically: British Columbia (Droit 12 : Ensemble de ressources intégrées), Ontario (Études canadiennes et mondiales : Droit, économie, géographie, histoire, politique), New Brunswick (Droit 45411), Nova Scotia (Droit 12), Prince Edward Island (Droit 521) and Newfoundland and Labrador (Études canadiennes : Droit canadien 2134 and Études canadiennes : Droit canadien 2234).

Elsewhere in Canada, concepts of law are addressed as part of more general curricula in the social studies, and such concepts are also included in social studies programs in the six provinces just mentioned.

Most of the curricula analysed that include law and legal institutions mention the *Canadian Constitution* and the *Canadian Charter of Rights and Freedoms*, but without defining the language rights of Francophones or proposing further study of the subject.

The analysis also revealed that some curricula are in fact translations or adaptations. Therefore, if they refer to Canadian identity, it is from the majority viewpoint. This means that the task of defining the concept of language rights, and developing activities and appropriate learning outcomes for members of minority Francophone communities, is left to the teachers.

British Columbia's curriculum Droit 12 is an exception: it addresses the issue of language rights from the viewpoint of the minority. Among the learning outcomes and success indicators, it proposes an analysis of the impact of the *Canadian Charter of Rights and Freedoms* on society in terms of language rights:

[Translation] [It is expected that students will] analyse the impact on Canadian society of landmark decisions interpreting the *Canadian Charter of Rights and Freedoms* with respect to:

- fundamental freedoms
- limitations on rights and freedoms
- legal rights
- democratic rights
- mobility rights
- equality rights
- language rights.³

From the New Brunswick curriculum Droit 45411, students learn about the legal foundations of the democratic system while developing their critical thinking about the justice system. The theoretical framework specifies that:

[Translation] The student will be able to recognize [the justice system's] weaknesses and appreciate strengths by comparison with those of other countries with respect to, for example, fundamental freedoms, democratic rights, legal guarantees and language rights.⁴

The theoretical framework also addresses the issue of language rights in New Brunswick with the entrenchment in the *Canadian Constitution* of the provincial *Act Recognizing the Equality of the Two Official Linguistic Communities in New Brunswick*.⁵

Nova Scotia's curriculum Droit 12 proposes that students become familiar with the provisions of the *Canadian Charter of Rights and Freedoms*.⁶ Among the specific learning outcomes to be achieved, the student should be able to make the connection between the scope

3 British Columbia's Ministry of Education, *Droit 12 : Ensemble de ressources intégrées 2006*, [Online], p. 29. http://www2.gov.bc.ca/assets/gov/education/childcare-to-grade-12/teach/pdfs/curriculum/scienceshumaines/f_2006law12.pdf.

4 New Brunswick Department of Education, Instructional Services Branch, *Programme d'études : Droit 45411*, [Online], January 2007 version, p. 49. www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/served/SciencesHumaines/Droit45411-12eAnnee.pdf.

5 Ibid., p. 64.

6 Nova Scotia Department of Education, Acadian and French-Language Services Branch, *Droit 12 : Programme d'études*, [Online], p. 56. https://dsalf.ednet.ns.ca/sites/default/files/droit_12.pdf.

of the language rights enshrined in the *Charter* and the Acadian and Francophone linguistic reality in the province.⁷ One suggested teaching approach is to study the role of the Commissioner of Official Languages:

[Translation] Briefly explain the role of the Commissioner of Official Languages, whose mandate is to ensure respect for language rights under the *Official Languages Act*. Specify that the Commissioner has the power only to make recommendations.⁸

Among social studies curricula of a more general nature, Nova Scotia's curriculum *Sciences politiques 12^e année*, while it does not specifically address the subject of language rights, does mention the right to education in the language of the minority in one of its teaching strategies.⁹ The curriculum *Études acadiennes 11^e année* also refers to minority rights to education in French. Among the specifically targeted learning outcomes is the following:

[Translation] In Grade 11, the student is expected to be able to trace the development of Acadian schools in Nova Scotia in accordance with the rights guaranteed under section 23 of the *Canadian Charter of Rights and Freedoms*.¹⁰

New Brunswick's curriculum *Institutions politiques, économiques et juridiques 43411 : 11^e et 12^e années* cites language rights as one of the key concepts to

be included in what students are to learn.¹¹ It includes the following statement in its suggestions for teaching activities:

[Translation] Ask the student to describe the other rights included in the *Charter*, and provide a brief explanation of each of them.

- a. Democratic rights
- b. Mobility and settlement rights
- c. Language rights
- d. Rights to equality
- e. Legal guarantees.¹²

Manitoba's curricula address the issue of the language rights of the Francophone minority directly and in detail, and suggest some teaching approaches. The curriculum *Histoire du Canada 11^e année* describes linguistic duality as a "constitutionally protected element of Canadian Society".¹³ It mentions the province's founding statute, the *Manitoba Act*, which recognizes the linguistic, religious and cultural rights of French-speaking Catholic Métis.¹⁴ It also explores the impact of demographic changes on the language and education rights of Francophones in Western Canada.¹⁵ A section entitled *Définir le Canada contemporain* refers to section 23, which guarantees official-language minorities access to schools in their own language, and the right to manage those schools.¹⁶ The proposed learning situations include exercises on the language and educational rights of minorities.¹⁷

7 Ibid., p. 62.

8 Ibid., p. 66.

9 Nova Scotia Department of Education, Acadian and French-Language Services Branch, *Sciences politiques 12^e année : Programme d'études*, [Online], 2008, p. 76. <https://dsalf.ednet.ns.ca/sites/default/files/sciences-politiques-12.pdf>.

10 Nova Scotia Department of Education, Acadian and French-Language Services Branch, *Études acadiennes 11^e année : Programme d'études*, [Online], 2005, p. 26. <https://dsalf.ednet.ns.ca/sites/default/files/etudes-acadiennes.pdf>.

11 New Brunswick Department of Education, Curriculum Development Branch, *Programme d'études et guide pédagogique : Institutions politiques, économiques et juridiques 43411 : 11^e et 12^e années*, [Online], 1990, p. 253. www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/servped/SciencesHumaines/InstitutionsPolitiquesEconomiquesEtJuridiques43411-11e-12eAnnee.pdf.

12 Ibid., p. 254.

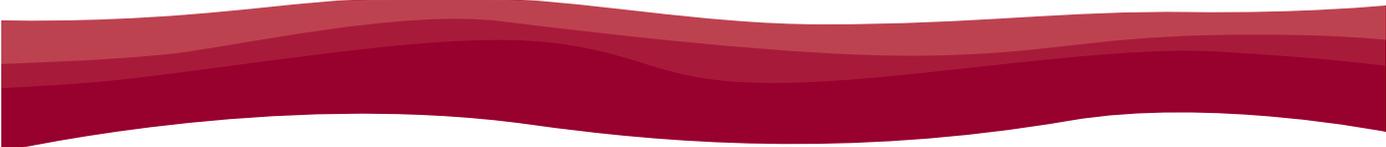
13 Manitoba Education, Division du Bureau de l'éducation française, *Histoire du Canada, 11^e année, Programme d'études : document de mise en œuvre, Programme français*, [En ligne], 2012, p. 131. www.edu.gov.mb.ca/m12/frpub/ped/sh/dmo_s3/docs/doc_complet.pdf.

14 Ibid., p. 149.

15 Ibid., p. 160.

16 Ibid., p. 249.

17 Ibid., p. 189.



Manitoba's curriculum *Diversité et pluralisme au Canada* includes suggestions for discussions on Canadian accomplishments in the area of human rights, such as universal suffrage, bilingualism and minority language rights.¹⁸ The learning outcomes include some very specific expectations:

[Translation] Students are to be able to:

- provide examples of the impact of the *Canadian Charter of Rights and Freedoms* on individuals and groups;
- describe the impact of section 23 of the *Charter* on minority-language groups, including the impact on their local communities;
- assess the impact of assimilative policies on linguistic and cultural groups in Canada, including residential schools for Aboriginals, and language legislation;
- assess the impact of language and education legislation on the students' Francophone communities;
- assess the influence of the mass media and popular culture on Francophone identity and culture;
- describe measures designed to protect identity, diversity and culture in Canada, such as the *Charter*, multiculturalism legislation and policies, bilingualism, Canadian content rules for the media, support for the arts and for sports, the French CBC, and national holidays.¹⁹

Lastly, Manitoba's course *Démocratie et gouvernement au Canada* encourages students to identify actions by citizens that have brought about political change, such as the case of Georges Forest and language rights in Canada in the 1970s.²⁰ Some of the proposed learning activities are intended to lead students, as members of a minority group, to realize the importance of asserting their language rights as recognized in the *Canadian Constitution*, and of assessing their own commitment to such rights.²¹

In Ontario, the curriculum *Études canadiennes et mondiales : Droit, économie, géographie, histoire, politique : 11^e et 12^e année* suggests several avenues for reflection: [Translation] What provision did the *Constitution Act* of 1867 make with respect to the language rights of Francophones?²² Explain the impact of famous cases, laws and judicial institutions such as Regulation 17 (the education and language rights of Francophones);²³ Analyse situations in which human rights are violated in Canada and in the world, such as language rights in Canada;²⁴ Explain the diversity of provisions found in Canadian law, such as the legal guarantees provided by the *Canadian Charter of Rights and Freedoms*, language rights, rights to education for language groups in minority settings [section 23 of the *Charter*];²⁵ and What legal measures ensure access to education and services in French?²⁶

The curriculum also suggests assessing the strategies used by Francophone and Acadian communities to ensure their development and protect their identity and culture, such as the passage of the *Official Languages*

18 Manitoba Education, *Secondaire 1 : Regroupement 1 : Diversité et pluralisme au Canada*, [Online], p. 90. www.edu.gov.mb.ca/m12/frpub/ped/sh/dmo_s1/docs/reg_1.pdf.

19 Ibid., p. 66.

20 Manitoba Education, *Secondaire 1 : Regroupement 2 : Démocratie et gouvernement au Canada*, [Online], p. 179. www.edu.gov.mb.ca/m12/frpub/ped/sh/dmo_s1/docs/reg_2.pdf.

21 Ibid., p. 202.

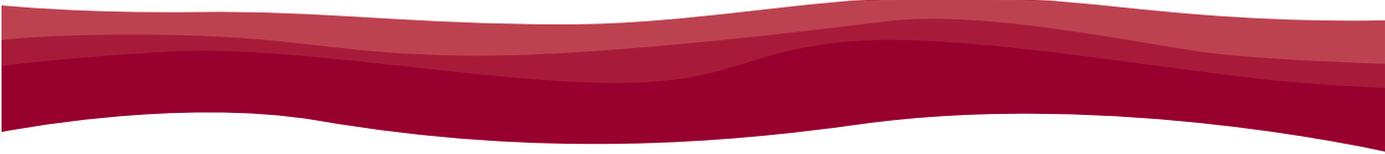
22 Ontario Ministry of Education, *Le curriculum de l'Ontario : 11^e et 12^e année : Études canadiennes et mondiales : Droit, économie, géographie, histoire, politique*, [Online], revised in 2015, p. 89. www.edu.gov.on.ca/fre/curriculum/secondary/2015cws11and12fr.pdf.

23 Ibid., p. 92.

24 Ibid., p. 123.

25 Ibid., p. 137.

26 Ibid., p. 137.



Act of Canada, and the assertion of major language and education rights—services in French, school administration—through the application of section 23 of the *Charter*.²⁷

The learning content of Ontario’s curriculum *Sciences humaines et sociales : 9^e à la 12^e année* includes the expectation that students will be able to describe the challenges Francophone communities in minority settings have taken up across Canada, such as the defence of language rights, assimilation attributable to the marginalization of Francophone communities and the strong tendency to language uniformity.²⁸

Students are expected to be able to describe the various periods that have marked Canada’s history in terms of social justice and fairness, notably with respect to the struggles of Francophone communities in Canada to defend their language rights.²⁹ Students must also assess the role of the government and its policies in the survival and vitality of a culture, given the situation of some language minorities.³⁰ They must also “[Translation] explain to what extent the exercise of language rights in Canada in accordance with the objectives and the spirit of the *Official Languages Act* constitutes an affirmative gesture and a civic responsibility.”³¹ They must also assess the institutional situation today of the Francophone population of Ontario given the progress made in recent decades with respect to services in French, particularly under the *French Language Services Act*, and the development of case law under section 23 of the *Canadian Charter of Rights and Freedoms*.³²

According to the curriculum *Études canadiennes et mondiales : 9^e à la 12^e année*, students are expected to describe the contribution of prominent Ontario Francophones to the defence of the language rights of the Francophone community.³³ They are also asked to explain the causes of conflicts between French Canadians and English Canadians, notably regarding the quest for language and educational rights in Ontario.³⁴

The curriculum *Études canadiennes et mondiales : 11^e et 12^e années* expects students to be able to “[Translation] assess the importance for Ontario Francophones of asserting their language rights in the legislature and the courts”.³⁵ Students are also expected to be able to track the legislative development of the language rights of Francophones in Ontario through such measures as the *Official Languages Act*, the *Constitution Act, 1982* and the *French Language Services Act*, compare the language rights of Ontario Francophones with those of New Brunswick and Manitoba, and assess the importance to the Franco-Ontarian community of the legal guarantees granted to official-language minorities in Canada with respect to their language rights in areas such as education and health care.³⁶ They should also be able to explain the meaning of the language rights provisions in the *Charter*,³⁷ and analyse the role of the government in the implementation of a social justice program for all Canadians based on respect for the language and educational rights of Francophones in Ontario and elsewhere in Canada.³⁸

27 Ibid., p. 497.

28 Ontario Ministry of Education, *Le curriculum de l’Ontario de la 9^e à la 12^e année : Sciences humaines et sociales*, [Online], revised in 2013, p. 116. <http://www.edu.gov.on.ca/fre/curriculum/secondary/sscience9to1220013Fr.pdf>.

29 Ibid., p. 117.

30 Ibid., p. 125.

31 Ibid., p. 130.

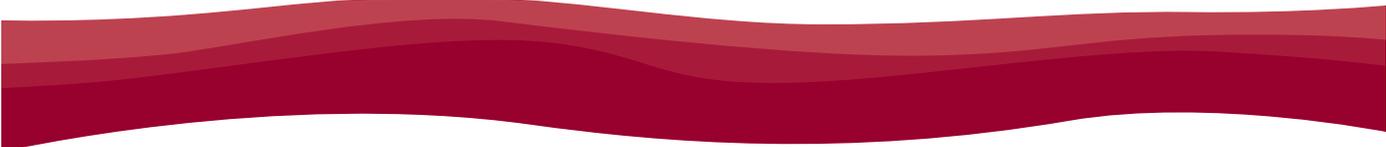
32 Ibid., p. 131.

33 Ontario Ministry of Education, *Le curriculum de l’Ontario de la 9^e à la 12^e année : Études canadiennes et mondiales, supplément*, [Online], revised in 2008, p. 34. www.edu.gov.on.ca/fre/curriculum/secondary/canworldSup08.pdf.

34 Ibid., p. 43.

35 Ontario Ministry of Education, *Le curriculum de l’Ontario : 11^e et 12^e année : Études canadiennes et mondiales*, [Online when analysed], revised in 2005, p. 37. www.edu.gov.on.ca/fre/curriculum/secondary/canworld1112curr.pdf.

36 Ibid., p. 38.



Lastly, according to the curriculum *Études canadiennes et mondiales : 9^e et 10^e années*, students are to be able to “[Translation] describe the efforts of Francophone communities in Ontario, Acadia and Western Canada to secure recognition of their language and legal rights with respect to education and health care, such as the recognition of bilingualism in New Brunswick, the management of French-language schools by Franco-Manitobans, the Mahé case in Alberta, and SOS Montfort in Ontario”.³⁹

In Prince Edward Island, the curriculum *Droit 521* mentions the *Canadian Constitution* and the *Canadian Charter of Rights and Freedoms*. It refers briefly to

bilingualism and language rights.⁴⁰ For learning opportunities, it suggests that students compare the language rights situation in P.E.I. with the situation in New Brunswick, the only officially bilingual province.⁴¹

In summary, our research shows that in light of the curricula analysed and available on provincial and territorial education department websites, conscious efforts are being made to make room for the study of legislation from the standpoint of the minority, but they are not systematic nor sufficient for young Francophones to be well prepared to exercise their language rights.

It seems to be left to teachers to gather information relevant to the minority community, give it context and deliver it in such a way that students can absorb it.

37 Ibid., p. 53.

38 Ibid., p. 209.

39 Ontario Ministry of Education, *Le curriculum de l'Ontario : 9^e à la 10^e année : Études canadiennes et mondiales*, [Online when analysed], revised in 2005, p. 59. www.edu.gov.on.ca/fre/curriculum/secondary/canworld910curr.pdf.

40 Prince Edward Island Department of Education, *Sciences humaines : Programme d'études : Droit 521*, [Online], May 1994, p. 56. www.gov.pe.ca/photos/original/edu_scihumdroit.pdf.

41 Ibid., p. 73.

REFERENCES TO THE COMMUNITY

As noted, several of the curricula reviewed are translations or adaptations of documents designed for the majority. Curricula that were developed in French are recognizable and their content makes clear references to the Francophonie. Similarly, it is easy to recognize translated curricula to which short sections have been added to reflect the language situation for Francophones.

In brief, curricula in law and those that incorporate aspects of law make little room for the issues that are of specific concern to Francophone and Acadian communities. In some cases, these documents discuss minorities in a broader sense, like racial or religious communities. When they refer to Francophone communities in minority settings, they tend to do so in the context of the right to instruction in the minority language, and section 23 of the *Canadian Charter of Rights and Freedoms*. We note, however, that some curricula do address language rights in more specific contexts. This is true of the Ontario⁴² curricula, and to a lesser extent of those of Manitoba⁴³ and Nova Scotia.⁴⁴

[...] the language rights issue is dealt with somewhat timidly, and without any really clear connection to the life experiences of the communities in which the students live, even though such communities have had to defend those rights at some point in their history.

42 Ontario Ministry of Education, *Le curriculum de l'Ontario : 11^e et 12^e année : Études canadiennes et mondiales : Droit, économie, géographie, histoire, politique*, [Online], revised in 2015. www.edu.gov.on.ca/fre/curriculum/secondary/2015cws11and12fr.pdf.

43 Manitoba Education, *Secondaire 1 : Regroupement 1 : Diversité et pluralisme au Canada*, [Online]. www.edu.gov.mb.ca/m12/frpub/ped/sh/dmo_s1/docs/reg_1.pdf.
Manitoba Education, *Secondaire 1 : Annexes : Regroupement 1 : Diversité et pluralisme au Canada*, [Online]. www.edu.gov.mb.ca/m12/frpub/ped/sh/dmo_s1/docs/ann_reg1.pdf.
Manitoba Education, Division du Bureau de l'éducation française, *Histoire du Canada, 11^e année : Programme d'études : Document de mise en œuvre, Programme français*, [Online], 2012. www.edu.gov.mb.ca/m12/frpub/ped/sh/dmo_s3/docs/doc_complet.pdf.

44 Nova Scotia Department of Education, Acadian and French Language Services Branch, *Droit 12 : Programme d'études*, [Online]. https://dsalf.ednet.ns.ca/sites/default/files/droit_12.pdf.



THE PRESENCE OF THE FRANCOPHONE MINORITY

Earlier research for the *Knowing One's Community* series had shown that the situation of Francophone minorities was hardly reflected in curricula. It seems to be left to teachers to gather information relevant to the minority

community, give it context and deliver it in such a way that students can absorb it. The language rights issue is no exception.

CONCLUSION

In all curricula, the language rights issue is dealt with somewhat timidly, and without any really clear connection to the life experiences of the communities in which the students live, even though such communities have had to defend those rights at some point in their history. In most provinces and territories, there is a void with respect to any law curriculum designed specifically for the minority community. Moreover, existing law curricula do not address language rights at length, and offer few relevant learning strategies. On the other hand, we should point out that some legal content, albeit limited, is included in curricula in other areas, such as social studies. In the latter case, the language rights issue is discussed only in passing, if at all.

Yet, given the importance of language rights to the vitality of Francophone and Acadian communities, it is essential that basic knowledge of the subject be included in a mandatory course such as social studies, since law courses are always optional.

Legal action in the courts has brought progress in the area of language rights in Canada. It is now important for students in French-language schools to be aware of action taken by their communities to protect their hard-won language rights. Progress is apparent also in the provincial and territorial commitment to services in French, and growing recognition, notably, of the importance of institutional bilingualism. That said, legal action has been initiated in various areas and a number of communities have been directly impacted.

In conclusion, one can hope that the question of language rights will eventually be addressed in the curricula of all provinces and territories. A theoretical framework specifically intended for minority settings could be developed and used as a basis for the development of teaching plans.

RECOMMENDATIONS

GENERAL CONSIDERATIONS

When the first two documents of the *Knowing One's Community* series were published, a national consultation was held and a series of general recommendations were made about curriculum development for French-language schools in minority settings. These recommendations remain valid and have been adapted for the purpose of this report:

In order to provide a framework that is conducive to the transmission and building of identity in French-language schools, the provincial and territorial jurisdictions need **to establish a process** that will directly involve teachers in these schools and key community stakeholders in curriculum development. On one hand, teachers are in the best position to identify the needs being experienced in the classroom and the realities facing students in minority settings. On the other hand, organizations that specialize in language rights issues have a substantial contribution to make in this area.

Research into the connections between identity building and knowledge of language rights in teaching through curricula needs to be carried out at the national level because it is a challenge that is shared by all of our minority Francophone communities. The *Cadre d'orientation en construction identitaire* (identity building orientation framework) published by the Association canadienne d'éducation de langue française (ACELF), which involved an experienced team of researchers, has laid the foundations for the dialogue that needs to evolve.

Teacher training needs to factor in how identity building can be incorporated into the objectives targeted by each of the curricula. This concern should be a priority in the process of curriculum development, and the Pédagogie à l'école de langue française (PELF) (pedagogy in French-language schools) needs to be prioritized to promote integration strategies. It is important to keep the teaching load realistic while at the same time making more room for identity building.

Regional collaboration initiatives, like the ones that led to the adoption of common frameworks, or national initiatives need to be encouraged. Numerous portals offer teaching resources by subject area and grade, making it easier to target the resources that would be most useful in promoting identity building. It would be helpful to determine which of these portals is most commonly used by those teaching law and social studies courses, and to invest in it in a pan-Canadian spirit of cooperation.

Curricula need to be supported by an **educational resources development** strategy designed to address not only how to transmit and build student identities, but also how to provide support for teachers in the classroom, particularly with respect to language rights.

The jurisdictions responsible for curriculum development need **to define an image of the Francophone community** that needs to be conveyed to students, along with ways of presenting it in the various curriculum subject areas at every grade level. The current lack of connection with the different Canadian Francophonies is an example of a gap that needs to be avoided.



The analysis of curricula found that the **theoretical framework is rarely echoed in the learning outcomes** meant to guide teachers in the various subject areas. Provincial and territorial jurisdictions need to ensure that curriculum developers properly articulate intentions in terms of concrete learning outcomes and ways of achieving them.

In view of the already heavy workload of teachers in minority settings, the provincial and territorial jurisdictions must make a significant effort to incorporate courses of thought, examples and activities into the curricula, as well as references to works that can **support content delivery**.

SPECIFIC CONSIDERATIONS RELATED TO CURRICULA ADDRESSING LANGUAGE RIGHTS

A CTF committee composed of teachers and legal experts has suggested a number of actions for the development of curricula addressing the subject of language rights:

All curriculum developers in Canada should consider developing a **generic theoretical framework** for law courses that would specifically serve the needs of French-language schools and would be based on the work of our university researchers.

The preferred approach in law courses should be based on the concept of conscientisation* developed in the Pédagogie à l'école de langue française (PELF) in order to **encourage an engaged citizenship**.

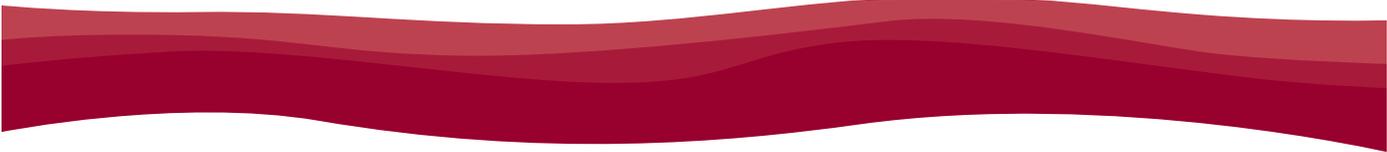
Law curricula should help students in French-language schools to understand **the role and the main components of our legal system** as they relate to respect for language rights.

Learning about language rights in the context of a law course or a social studies course that incorporates aspects of law must be based on a **historical approach**, in order to give students an understanding of how those rights have evolved, or a **contemporary approach** that includes a look back at the main historical events that have shaped language rights in Canada.

Curricula should help students to understand that language rights in Canada are components of a **complex linguistic ecosystem**. Within that ecosystem, language rights confirm the status and dominant position of English and French as official languages of Canada.

Students should understand the **impact of federal legislation** on language rights, and the importance of the *Canadian Charter of Rights and Freedoms*. French-language services acts passed by provincial and territorial governments, and provisions endorsed by municipalities to expand bilingualism and services in French, are also part of the legal framework of language rights.

* The term *conscientisation* is derived, not surprisingly, from a combination of “conscientisation” [awareness-raising] and “action”. In the PELF, conscientisation is defined as follows: Students and teachers develop awareness of Francophone issues, and take action to address their situation.



In order for students to understand the scope of events that have impacted the development of language rights, and realize their importance to the vitality of minority communities in Canada, learning activities should include discussions of current events. **Strategic monitoring of legal activities** would keep them abreast of developments in the most recent cases.

Curricula on language rights should be tailored to the cultural environment in which students live. A **culture-based approach** to instruction should be reflected in teaching activities.

Teachers should **encourage citizen participation** in student learning by inviting jurists, attorneys and plaintiffs, for example, who could give students the benefit of their knowledge and experience.

The **development of critical thinking** in students is an important objective, to help them express themselves and take an active approach to local language rights issues. People should exercise their rights, but they should also take action in the interests of greater respect for the two founding peoples of Canadian society.

To assist both teachers and learners, it is important that curricula include a **glossary of legal terms** and a **synopsis of key cases** brought before the courts by Canadian communities to secure recognition of language rights.

[...] A theoretical framework specifically intended for minority settings could be developed and used as a basis for the development of teaching plans.