

TO: The Chairperson and Members of the
Program Standing Committee

FROM: Superintendent of Instructional Services and Leadership

SUBJECT: **HOMEWORK POLICY UPDATE**

1. **Current Context: Research Update**

Professors Linda Cameron and Lee Bartel from the University of Toronto conducted the first Canadian Study of Parental Opinions on homework and released the full findings in February 2008. They followed this with a study of Teachers' Perspectives on Homework. Based on these two studies, they will be presenting an overview of their findings focused on "Homework Issues for Teachers and Parents." As well, they plan to release for the first time, the full technical report on the Teacher Perspectives Survey at our Simcoe County District School Board (SCDSB) Program Standing Committee meeting.

2. **Next Steps**

Dr. Cameron and Dr. Bartel will continue to work in partnership with the Homework Project Team on the development of a draft homework policy to be presented at the next SCDSB Program Standing Committee meeting on April 1, 2009. As well, they will continue to support us during the following school year 2009-10 with the development of an implementation and monitoring plan as we transition from policy to practice. The goals will be to bridge any expected gaps between policy making and programming, and to achieve a greater coherence and coordination of practices within and across schools. In future meetings, the team will also be examining good practices and lessons learned through their research and current practices in order to develop a toolkit to support our schools with the implementation of the policy.

3. **Conclusion**

Management, monitoring, review, and evaluation will be critical components of a successful implementation plan. Neither the drafting of a good policy nor its dissemination will ensure success without a sustained and dedicated commitment to its implementation. Currently in the SCDSB, there are varied understandings and applications of homework. This necessitates a much needed phase of consolidation in terms of policy formulation and programming.

4. **Report Status**

This report is provided for information.

Respectfully submitted by:

Dr. Lindy Zaretsky
Superintendent of Instructional Services and Leadership

December 18, 2008

TO: The Chairperson and Members of the
Program Standing Committee

FROM: Superintendent of Instructional Services and Leadership

SUBJECT: **INNOVATIONS IN MATHEMATICS INSTRUCTION**

1. **Background**

Educational research on effective mathematics instruction focuses on specific areas defined as mathematical processes. There are seven mathematical processes that are referenced throughout the mathematics curricula, Grade 1 to Grade 12. These include:

- problem solving;
- reasoning and proving;
- reflecting;
- connecting;
- selecting tools and computational strategies;
- representing; and
- communicating.

Specific innovations in assessment, instruction, resources and professional development are highlighted below. These innovations are better serving our students.

2. **Assessment Resources and Training**

Professional Resources and Instruction for Mathematics Educators (PRIME)

PRIME is a tool to help teachers understand the developmental continuum for mathematics concepts. This resource contains diagnostic tools that identify the developmental phase of a student, which assists in being able to effectively program highly engaging and differentiated learning and instruction. On-going training is being provided for Elementary SERTs, and offer teachers of Grade 9 Locally Developed Courses, Life Skills Classes, Learning Centres and Grade 6.

Ontario Numeracy Assessment Package (ONAP)

ONAP is an assessment resource, specific to a grade level (e.g. Grade 5) that contains a variety of assessment tools (e.g. concept and skill tests and rich performance tasks) that can be used for diagnostic and formative assessment purposes. This year a teacher in both Grade 5 and Grade 7 will receive 2 half-days of training in this resource. Schools are supported with the use of this resource through Itinerant Resource Teachers and school-specific Numeracy coaches.

3. **Supplementary Resource**

SMART Boards

Interactive white boards are in most elementary schools and in all secondary schools. Within the Smart Notebook software there are numerous interactive lessons that connect with many of the curricular expectations. This enables teachers to support students with a deeper understanding of concepts through manipulating materials virtually to solve relevant problems. Student engagement has significantly improved with the introduction of SMART boards

Junior Undiscovered Math prodigies (JUMP)

JUMP is a resource that provides procedural worksheets around specific mathematics concepts. The Simcoe County District School Board will be exploring JUMP as a possible after-school program, consistent with its use in other district school boards.

4. **Provincial Projects**

Growing Accessible Interactive Networked Supports (GAINS)

The commitment of the eleven boards in the Barrie Region to enhance mathematical literacy had been recognized by the Ministry of Education. Based on the performance and commitment of Simcoe County District School Board, the Ministry of Education has recognized SCDSB as one of three “**Trailblazing Boards**”.

In this province in 2007-2008 the three boards were invited to participate in GAINS to create records of promising mathematics practice in Grades 7-12 to share with other boards in the province of Ontario. Funding granted by the Ministry for this project has enabled SCDSB to support Grade 9 Locally Developed and Applied teachers with training in PRIME and Grade 7 teachers in the use of ONAP 7. In addition, schools attending an Intermediate demonstration classroom visits are supported through the GAINS project.

Co-Terminus Grade 2 Project with the Literacy Numeracy Secretariat

In December 2008, four SCDSB elementary schools, involving thirteen Grade 2 or Grade 3 teachers began a project with the Simcoe Muskoka Catholic District School Board (SMCDSB) and The Literacy and Numeracy Secretariat. The focus of this project is to work with supervisory officers, principals, resource staff and teachers in the planning and delivery of rich mathematics instruction. Over the course of several months, teachers in this project will network with each other in a professional learning community model. By reflecting and dialoguing about student work, teachers are supported in developing a deeper understanding of mathematics instruction through opportunities to design lessons, assess student work and discuss high-yield instructional strategies with colleagues. Twelve school boards in total were invited to participate in this project.

4. **Report Status**

This report is provided for information.

Respectfully Submitted by:

Lindy Zaretsky
Superintendent of Instructional Services and Leadership

December 18, 2008

TO: The Chairperson and Members of the
Program Standing Committee

FROM: Superintendent of Instructional Services and Leadership

SUBJECT: **SPECIALIST HIGH SKILLS MAJOR**

1. **Background**

The Specialist High Skills Major (SHSM) has officially been underway since September, 2007, although the SCDSB has had pilot programs involved with this initiative for one or two years prior to its official start. As part of the *Learning to 18* initiative, the program seeks to reach students and re-engage them in school by allowing them to make connections between the world of work and that of their academic careers.

2. **Elements of SHSM**

The SHSM has three fundamental elements: experience, certifications, and academics.

Experience

The experience takes the form of providing a variety of experiential learning opportunities that relate to the student's chosen area of interest. Two Co-op credits are mandated, in addition to at least one 'experiential learning' placement (i.e., job shadowing). Students are also asked to take advantage of a "Reach Ahead" activity, which allows them to look into their own future by having them experience an aspect of their own potential career. The Ontario Skills Passport is used to document the students' skills so they can identify their strengths and gaps in skill development related to their prospective careers.

Certifications

Students also receive between five and seven (depending on the SHSM s/he is taking) sector - recognized certifications, ranging from a 'standard' First Aid/CPR, a "Fall Arrest Safety", which is specific to the Construction SHSM, to a coaching certificate for a Health & Wellness SHSM.

Academics

Students bound for any destination, albeit the workplace, university, an apprenticeship or college, all have a place within any Specialist High Skills Major. Students are expected to complete four 'major' credits, which form the backbone of their training. Other required credits, such as English and Math, have Contextualized Learning Activities (CLAs) embedded within them. These CLAs focus on the student's major. For example, a Construction SHSM student may, write an essay on the nature of the failing infrastructure in Southern Ontario in his or her English class.

There are numerous benefits to the SHSM. To begin with, the students are able to customize their high school experience. They gain knowledge, experience and certifications that relate to a field of interest and allow them to be much more attractive to potential employers. The SHSM is now recognized by college registrars as a means of engaging more learners with the ultimate goals of improving retention and graduation rates. The employers also benefit significantly from this program because new employees arrive with specialized training, experience and certifications. As a result, the employers' initial training costs are lower. The larger community also benefits from the Specialist High Skills Major program. Some of the SHSM programs specifically address the growing shortage of workers in some sectors of the economy in Ontario. Furthermore, more students' needs interests, strengths and needs are being met.

3. Current Context

There are approximately 450 students enrolled in 21 programs in 13 high schools in the Simcoe County District School Board (SCDSB).

All students in the board are eligible to apply for any SHSM program at any school in the board.

4. Next Steps

In addition to facilitating and/or promoting a partnership with the stakeholders in an expanded transportation infrastructure, we have been holding discussions with teachers and administrators concerning the establishment of as many as three new SHSM programs.

We are hoping to be able to introduce a new SHSM in Outdoor Education (Environment), in the Culinary Arts (Hospitality and Tourism) and in Agriculture.

5. Conclusion

Many of our students are rising to the challenge and excelling in their SHSM of choice. The support from the local business is still growing, since the Specialist High Skills Major program is still in its nascent stages and is largely unknown outside the educational establishment. As more and more businesses become aware of the SHSM, we expect a growth in the number of employers and industrial partners in the program.

6. Report Status

This report is provided for information.

Respectfully submitted by:

Dr. Lindy Zaretsky
Superintendent of Instructional Services and Leadership

December 18, 2008

TO: The Chairperson and Members of the
Program Standing Committee

FROM: Superintendent of Instructional Services and Leadership

SUBJECT: **DIGITAL LITERACIES**

1. **Background and Focus of this Report**

The way our students learn and the skills they require in a Global Information Society have evolved dramatically in recent years. The 21st century skills that employers are looking for, today and increasingly in the future are communication, collaboration, information and technological fluency skills. These are consistently in the top five of all surveys on employability skills.

New digital media offer many opportunities for creation and collaboration as well as accessing, interpreting/analyzing and synthesizing information in innovative and complex ways. Users can write their own blogs, contribute knowledge to wikis, upload their self-created videos or podcasts, and more – all of which can be seen by thousands of people. Users can also access print, images, audio, video and interactive digital media created by academic institutions, publishers, scientific and artistic communities around the world in a wide variety of ways (e.g., video on demand, e-libraries and learning management systems).

Web 2.0 communication tools such as wiki's, blogs, and web conferencing, enable students to collaborate and learn together in ways not experienced in the past. The real time interaction with others and the ability to access both previous and current information on a multitude of topics and issues brings this present generation of students to our classrooms with different strengths and needs than previous students.

This report provides an overview of the new literacy skills required of students in the 21st century, and the range of technological innovations and tools that support learning and teaching across all curricular areas. Examples of current SCDSB initiatives and partnerships are also summarized.

2. Expanding Definitions of Literacy in the 21st Century

Media literacy is the ability to understand, question and interpret the information received from media sources. This used to be limited to: print media, like newspapers and magazines; visual media, like news broadcasts and documentaries; and academic texts like books, journal articles, and reports. Now that media have expanded dramatically to include a wide range of new, digital sources, the media literacy definition of the past needs to be expanded as well. The term, *Digital Literacy* or *Information Literacy*, reflects impact of 21st century technology on our conceptualization of media literacy. Children and adults alike must understand, question and interpret the information they receive from both traditional sources, as well all of the new, rapidly evolving digital media that are now pervasive in our society.

3. Impact of Digital Innovations on Learning, Teaching and Educational Resources

Digital media sources are becoming just as valuable and integrative in the classroom as traditional media sources. Moreover, students are comfortable with and even excited by these new media. This is the world that our students are bringing to our classrooms, classrooms that do not always reflect where students are coming from and where they are going. Most students have never known a world that did not include digital media. They are what Mark Prensky terms *Digital Natives*. In contrast, those who grew up in a different world and who are now adapting to these technological changes are *Digital Immigrants*. Ironically, it is the responsibility of the "immigrants" (i.e., most teachers) to help the "natives" (i.e., students) to find their way in the 21st century. This digital world requires many new competencies compared to the world of the not so distant past. The following quote captures the challenge for teachers in this context:

"Teachers must become comfortable as co-learners with their students and with colleagues around the world. Today it is less about staying ahead and more about moving ahead as members of dynamic learning communities. The digital-age teaching professional must demonstrate a vision of technology infusion and develop the digital literacy skills of others. These are the hallmarks of the new education leader."

¹ Don Knee (2008). CEO, International Society For Technology In Education.

In addition to the explosion of new digital media, many resources that were traditionally in print are also digitizing. Academic institutions, along with major publishing companies, are now fully embracing the digital revolution as they provide on-line courses and course materials ranging from fully delivered and managed courses to digitized text books and newspapers, video on demand, and content delivered digitally through such means as video and web conferences. This change is being reflected in major Canadian publishing companies. For example, the *Media Solutions* section of the Pearson Canada website includes a heading, "*There's more to learning than standard text*" and details the following technologically based resources:

- Interactive resources for students, educators and parents
- Interactive e-Books
- Multimedia On-line texts and study guides
- Electronic course management systems
- Digital videos on-demand for the classroom and home
- Multimedia CDs
- Student media companions
- Resource rich, dynamic websites
- Web-based research databases.

Several provinces, notably Alberta and Saskatchewan, are leading the way in on-line and media enhanced learning resources. On the Saskatchewan Learning web site (www.sasked.gov.sk.ca), the section entitled *Resource Based Learning – Important Understandings*, discusses the integration of technology into teaching and learning. Their emphasis is on learning using a wide range of resources that ensures students have the knowledge and skills needed to find, use, and evaluate a variety of resources. Such critical evaluation is essential in finding relevant and accurate information, while at the same time allowing students to satisfy their natural curiosity and to develop skills and strategies for lifelong learning. Their approach also allows students to develop a deeper understanding of knowledge, people, and the world in general and to think critically and creatively about knowledge and ideas. The integration of technology into teaching and learning is supported by resources on the World Wide Web. The promotion of safe and responsible Internet use, and the development of skills needed for the critical evaluation and use of digital resources, helps ensure that teachers and students use digital resources to support classroom and lifelong learning.

Alberta is a province that has compiled and analyzed a wide range of research on technology in education, ultimately creating a business plan based on the findings as well as a resource based website. A document entitled *One-to-One Mobile Computing*, summarizes some of the initiatives occurring in Alberta and their contribution to student learning. The following are examples of these resources and initiatives: creating multimedia resources housed in learning object repositories; e-texts infused with interactive elements; licensed databases of reference materials (e.g., encyclopedias, atlases, dictionaries, journals); and 'ask the expert' sites, virtual tours, and other curriculum-aligned resource sites such as Marco Polo, 2learn.ca, Mathletics and Project Gutenberg. These various elements are "essential to creating an information-rich environment in the one-to-one classroom". Alberta's document goes on to suggest that adding software (e.g., word-processor, spreadsheet, database, presentation software) and multiple means of communication (e.g., e-mail, messaging, web and video-conferencing, face-to-face) to the mix, and students and teachers are then enabled to track, organize and/or present the information, collaborate and build their understanding and skills, and share their learning.

4. SCDSB Strategic Planning

The Simcoe County District School Board is making significant strides in moving forward to meet the needs of 21st century learners, particularly with the creation and implementation of an Information and Communication Technology Strategic Planning team. Their vision and implementation strategies are crucial for the success of our students.

Current initiatives that are underway in the SCDSB include the following:

- a. Interactive web sites such as Explore Learning – Interactive Math and Science Simulations, that allow students to interact with curriculum material and provide complex animations that are not possible in traditional ways
- b. Expanding professional development for video and web conferencing to allow content experts to communicate and collaborate with our students in real time.
- c. Implementing digital learning management systems such as Moodle, as well as interactive tools such as blogs and wikis that will allow teachers and students to disseminate information and communicate and collaborate with each other in safe, respectful, responsible and meaningful ways.
- d. Providing professional development for teachers in on line formats in order for teachers to access seminars on line in real time with a presenter or access prerecorded seminars on demand.
- e. Providing extensive support to schools in the use of interactive whiteboards through a series of Board-wide workshops in 2007 – 2008. In this present year schools can request individual or family of schools workshops on integrating the interactive whiteboard technology into classroom practice.

The SCDSB is currently exploring options for providing digital video on demand. This would allow students and teachers to access thousands of curriculum linked, educational videos, both at school and at home. In addition, the Board is also investigating on-line portals that could provide access to "digital textbooks", as well as to text, images, video, games and interactive media. Such portals provide access to content via the web. This content is potentially downloadable to portable devices such as laptops, iPods and Smartphones and USB devices or can be printed. On-line "textbooks" allow students to print pages, make annotations, take notes, search the full text, and add bookmarks to organize their study anywhere they have browser access or using any device to which they have transferred the information, whether at home or at school.

5. **SCDSB Partnerships**

As technology changes and evolves at an ever increasing rate it is necessary to access the expertise of various partners to support our staff in the knowledge required to integrate technology into our classrooms to create engaging, interactive and relevant learning for our students.

Current partnerships that support staff with professional development and resources to integrate technology into classroom programs are the following:

- a. A partnership with Hewlett Packard - Canada and the International Society for Technology in Education (ISTE) was established in this school year to provide 15 teachers teaching grades 4 - 10 with in-depth job embedded professional development throughout the 2008-2009 school years. These teachers learn in an online environment with access to an on line mentor, as well as in face to face sessions with SCDSB resource teachers, how to create lessons that integrate some of the most recent technology applications into the their teaching practice. The teachers work through a number of on line training modules individually, with their online partners or online mentors. They also work as a team of four to collaboratively develop and plan lessons for their students on a particular curriculum concept or theme integrating the technologies they themselves are learning into their lessons for their students.
- b. A three-day training session was held in December by SMART technologies certified trainers to provide in depth training for 13 curriculum resource staff and 2 Information Technology staff in the many applications for the interactive whiteboard in learning and teaching environment. Five of these participants will be taking an additional day of training to become certified SMART technology trainers within our board.

- c. Up to 15 teachers in grades 7 – 10 will be offered the opportunity to partner with educators in the Netherlands from January to June 2009 in a professional development program that will enable them to share best practices in the use of technology and collaboratively create lessons for each others' students. The exchange of ideas and collaboration will occur on-line starting in January and also include a visit to SCDSB classrooms by the educators from the Netherlands in April. SMART technologies is providing the secure interactive learning space for these teachers to communicate and collaborate as well as a day of training for all those involved during the visit in April.
- d. SCDSB resource staff are exploring with Pearson Publishing the opportunity to pilot the use of digital text material in some SCDSB classrooms in the spring of 2009.

6. Report Status

This report is provided for information.

Respectfully Submitted by:

Dr. Lindy Zaretsky,
Superintendent of Instructional Services and Leadership

December 18, 2008

TO: The Chairperson and Members of the
Program Standing Committee

FROM: Superintendent of Instructional Services and Leadership

SUBJECT: **FSL RENEWAL INITIATIVES (Core and Extended Programs)**

1. **Background**

The Ministry of Education has provided funds for three years (2006-2009) to all Ontario School Districts to increase the capacity in FSL province wide. This funding was to be used to support new initiatives or enhance existing board initiatives in FSL. Through a variety of approaches to teacher professional development, increased classroom resources and an increased focus on student engagement, this funding has enabled the SCDSB teachers of French language to more strategically focus their programs to meet students' needs and the Ministry of Ontario's expectations around effective instruction and assessment to support student achievement.

2. **Board-wide support for French Cultural Initiatives**

In order to promote French culture, there have been several major board-wide initiatives for teachers and students of both panels. Some of these activities have been done in partnership with our co-terminus Board, the Simcoe Muskoka Catholic District School Board (SMCDSB):

- a) **Literacy Forum (2007)** for 150 participants to support the initial implementation of the literacy documents *French is a Life Skill* and *Making Connections*.
- b) **Frenchstock (Spring 2008)** involved fourteen local schools and was hosted at Barrie Central Collegiate. Performers included Etienne, Poutine and Juli Powers. Simcoe County was the first board in Canada to host this Francophone festival. These performers will be returning in April, 2009.
- c) **Gregg LeRock (2007-2008)** performed four days of concerts that included schools in each of the SCDSB regions.
- d) **Carnaval (Winter 2008)** was held for all SCDSB extended French schools at Warnica Public School in Barrie.
- e) **FSL Literacy conference (November 2008)** for 120 participants. Workshop topics included literacy strategies, technology, cultural traditions, special education needs, classroom management, and assessment, most of which were presented by SCDSB teachers. Guest speakers who opened and closed the conference were, Ron Henry, a motivational speaker and former school administrator, and Jay Bailey, a historical re-enactor. Handouts from the conference are available on the FSL section of the Board staff website.

3. FSL Instructional Resources

Examples of instructional resources currently in use to support the FSL program are described below:

- a) **Tout Ados/Acti-Vie** – This is an excellent literacy-based resource, which has been in our schools for a number of years. Teachers have been supported in revisiting the value of this resource in light of the a focus on backward design and differentiated instruction to facilitate inclusion of **all** students in FSL programs.
- b) **Accelerative Integrated Method (AIM)** – In conjunction with the co-terminus board, SCDSB has hosted two summer training sessions in 2007 and 2008 for AIM with over 30 SCDSB teachers in attendance at each. This teaching method is a communication tool that supports effective questioning, the use of multi-media resources and differentiated instruction. This approach is most effective for engaging those students at risk and providing an environment for inclusion of students with Individual Education Plans (IEPs) in the French class.
- c) **Quoi de Neuf** – This Grade 9 Applied French text was purchased for use in applied French classes in all SCDSB secondary schools in 2006-2007.
- d) **FSL Web page** – The SCDSB staff website includes an FSL web page to provide teachers with a data base of recommended French activities and performers. There are also a number of resources to support effective FSL instruction and assessment.

4. FSL Professional Development

A range of professional development opportunities are being provided to support teachers in both ESFL and Core FSL programs. Examples include the following:

- a) **New teachers** – FSL teachers from both panels, new to the Board, attend workshop sessions every two months on topics such as classroom management, IEP writing and assessment.
- b) **Professional Collaboration Sites (demonstration classes)** – The professional collaboration sites for extended French are at Fred C. Cook Elementary School (Grades 5-6) and Warnica Public School (Grades 7-9). Sessions at these sites are also generating regional lesson studies with a focus on scaffolding reading instruction and making connections. Three professional collaboration sites for Core French teachers are available at W.C. Little Elementary School, Honourable Earl Rowe Public School and Hillcrest Public School, Orillia. There are two additional professional collaboration sites for AIM at Hillsdale Elementary School and Assikinack Public School. In all of these locations French teachers are able to observe effective practices and dialogue and plan implementation of new strategies with one of the Board's Literacy/FSL Itinerant Resource teachers.
- c) **Extended French** – Teachers of extended French have been involved in lesson study formats to encourage sharing and connections between the nine elementary EFSL schools in the board. This supports consistency in instructional and assessment practices as well as resources used.

- d) **Professional Learning Communities (PLCs)** – In 2007-2008 Midland Secondary School, Penetanguishene Secondary School, Collingwood Collegiate Institute and Bradford District High School hosted core French PLCs with a focus on classroom instruction and reviewing elementary to secondary transition strategies for students within the FSL program. The remaining high schools are hosting sessions in 2008-2009, based on the family of schools format with a similar agenda. They are also investigating ways of inviting elementary schools to a community cultural activity, or linking up via web-conferencing.
- e) **Extended French Standards and Liaison Teams** – Extended French classes are investigating ways of networking their classes through web-conferencing. EFSL teachers throughout the county are also participating in same-grade teacher moderation exercises, as a first step towards a standardized diagnostic assessment tool.

5. **Provincial Networking**

The three Literacy Resource Teachers (LRT) for FSL are members of the Ontario Modern Language Association, the Canadian Association of Second Language Teachers and of Canadian Parents for French. As such, they are able to keep abreast of both Canadian and world-wide initiatives in French. They have also participated in the Ministry's curriculum review focus groups and regularly represent the SCDSB at the provincially organized Modern Language Council. With its professional collaboration sites, integration of various technology applications into the curriculum such as SMART boards and web/video-conferencing, Simcoe County's FSL initiatives are generally regarded with interest by other boards in the province.

6. **Conclusions**

As a result of timely, consistent LRT support and easier access to a variety of resources, FSL teachers in core and extended French programs are better prepared to reflect on and implement differentiated instruction, literacy-based performance tasks and effective assessment practices. The subject itself is becoming more integrated in cross-curricular initiatives as FSL staff becomes more involved in collaborative school-based teams focused on assessment, instruction and school improvement planning. Review and development of Board-wide assessment tools is underway to provide diagnostic assessment of student achievement in the French language.

Qualitative feedback has been very positive from school teams and individual teachers across the system who have had the opportunity to attend a Professional Collaboration Site. This feedback indicates that teachers have gained confidence in taking the risks necessary to try out new instructional practices and integrate new approaches to instruction and assessment into their daily practice. Anecdotal comments also suggest that teachers are beginning to notice an impact on student achievement and engagement in their classes. Over 100 SCDSB French language teachers have been involved in PLCs so far, this year and last school year. The international and Ontario research on PLCs strongly supports the value of this model of job-embedded professional development in building teacher and administrator capacity and sustaining the improvement efforts of teams of teachers within and across schools. The moderation of student work by teams of teachers' work is another high yield strategy that results in greater consistency in assessment practices and greater alignment with curricular expectations and standards.

The FSL curriculum is currently under review by the Ministry of Education, with revised curriculum to be issued in 2010. It will resemble the Language curriculum document for English programs in its new format and will have a greater focus on the oral and cultural components of this second language. Grammar will become embedded to reflect effective language learning through essential phrases and performance tasks. It will reinforce the need for authentic second language tasks for every student enrolled in our schools from Grades 4 to 12.

7. Report Status

This report is provided for information.

Respectfully Submitted by:

Dr. Lindy Zaretsky
Superintendent of Instructional Services and Leadership

December 18, 2008