

National Steering Committee for Intensive French

Constitution

Amended and approved on 16 January 2014

Membership of the National Steering Committee for Intensive French

The number of members of the National Steering Committee (the Committee) may vary from year to year. It is mainly made up of members interested in Intensive French and/or the neurolinguistic approach (NLA), namely:

- Members of Departments of Education;
- Members in a leadership position within a school administration (school board or school district);
- Members involved in scholarly research or in training for Intensive French and/or the neurolinguistic approach, whether teacher-training or providing continuing development opportunities for teachers;
- The two founding members, Dr. Claude Germain and Dr. Joan Netten.

Terms of Reference for the Committee

The Committee's *purpose* is as follows:

- To offer leadership in Intensive French*;
- To share knowledge and expertise on Pre-Intensive French**, Intensive French and Post-Intensive French*** and/or the NLA with the members of the Committee, the provincial and territorial Departments of Education, the school districts involved in these programs, researchers, and all other interested persons or organisations;
- To present reports on Intensive French research, growth and evolution;
- To promote the NLA for learning a second language.

The Committee's *objectives* are:

- To enable Departments of Education and school districts to access the Committee as a source of information on Pre-Intensive French, Intensive French and Post-Intensive French;
- To encourage dialogue and cooperation between the representatives of the Committee and various partners in the educational field on the topic of Intensive French and/or the neurolinguistic approach;

To encourage cooperation between partners in the educational field with respect to research projects on Intensive French and/or the NLA, and to facilitate its dissemination;

To sensitise leaders and decision-makers (at the provincial, territorial and federal levels) to Intensive French;

To establish and promote links between various partners in the education field, in particular with Faculties of Education.

Vote

Should a vote become necessary among members of the Committee, and should there be more than one representative from any given province or territory present for said vote, each province or territory shall be allotted a maximum of two votes.

– Decision

Decisions regarding which projects to develop or their level of priority shall be taken dependant on the support of at least two thirds of the Committee members. Members may abstain from specific project/activity types for various reasons, such as their jurisdiction's educational policies or financial aspects.

Frequency and locations of Committee meetings

Committee members shall meet in person at least once per calendar year;

Extra meetings may be scheduled depending on the need for concertation and professional development;

- o Format: in person, teleconferencing, virtual meetings, etc.
- o The dates of meetings in person could coincide with those of the colloquia or congresses of other organisations, at the national, provincial or territorial levels.

The Committee's chairperson will ensure that the minutes of every Committee meeting are sent to its members within the month following the meeting.

Executive Committee of the Steering Committee

The Steering Committee members elect an Executive Committee. This committee's composition, the duration of its mandate, and the description of its mandate are as follows:

All the following positions on the Executive Committee will be filled by official members of the Committee and decision-makers from the Action Committees:

- o One chairperson
- o One Vice-Chairperson
- o One Secretary
- o Two members chosen among the official representatives of the Committee
- o The two founding members: Dr. Claude Germain and Dr. Joan Netten

Mandate of the Executive Committee

The Executive Committee has as mandate:

- To ensure proper follow-up for the Steering Committee's activities;
- To ensure the efficient operation of any Action Committee put in place;
- To ensure that all Action Committee "products" and all other research reports relevant to Intensive French and/or the NLA are available to Steering Committee members and other partners in education;
- To ensure the Steering Committee's visibility;
- To identify members able to speak in the Steering Committee's name;
- To propose the direction of the Steering Committee's work and determine the priorities for setting up Action Committees to respond to the needs of the Steering Committee and its members;
- To suggest persons who could join specific committees;
- If necessary, to research prospective partners who might be interested in financing the realisation of an Action Committee's given activities.

Mandate Duration

The duration of the mandate of each member of the Executive Committee occupying one of the above-mentioned positions will be of one year, with the option of renewal for one further one-year term at the end of the first term.

Frequency of Executive Committee meetings

The Executive Committee will meet on a regular basis to report progress and discuss current projects/activities or any other initiative regarding Intensive French and/or the NLA.

The Executive Committee must meet at least once every two months. These meetings may be virtual (conference calls, etc.) or in person when feasible.

A summary of the minutes of each Executive Committee meeting will be sent to the members of the Steering Committee within the month following the meeting.

Action Committees

These Action Committees will be set up according to the needs and priorities identified by the Steering Committee Members.

These Action Committees will be put into place to elaborate/develop a product or to study situations specific to Intensive French and/or the neurolinguistic approach. These might for instance be educational committees or a committee on the evaluation of students' language competencies.

An Action Committee will be composed of 3 to 5 persons with both interest and expertise in the area. Members of these committees are not necessarily members of the Steering Committee. They will participate and contribute on a volunteer basis to the promotion of Intensive French by sharing their expertise. A spokesperson for the Action Committee will be named by the members of that Action Committee from among their numbers. Spokespersons will report on their Action Committees' performance with regards to the required task and propose a timetable for completing the task or product.

In general, an Action Committee will be able to act independently of other Action Committees.

Glossary

**Intensive French*

Intensive French is a French Second Language learning programme offered in Grades 5 or 6, with the following characteristics:

- Intensity: approximately 350 to 450 hours over the course of the year, of which 70% is concentrated on developing language competencies in the first semester (5 months);
- Neurolinguistic Approach: an approach for learning to communicate in a second language in a school environment, based on recent research in neurolinguistics, based on five principles of which the central two are: the acquisition of an internal as well as an external grammar, and the recourse to a literacy approach specific to acquiring or learning a second language.
- Approach: teaching methods that respect communicative and experiential learning, based on projects about proposed themes that can be adapted to the students' interests by offering many choices.

Resources

– Interprovincial guides specifically developed for Intensive French and a choice of resources appropriate to this programme.

***Pre-Intensive French*

Pre-Intensive French consists of an optional preparatory year before entering the Intensive French program, generally offered in Grades 4 or 5, which uses the same teaching strategies as used in IF to accustom the students to the IF program's learning methods, as well as the same type of curriculum guide. It is recommended this programme be offered in two or three periods of 40 to 50 minutes a day (blocks of time) rather than in shorter daily periods. Generally, students from Pre-Intensive French classes progress more rapidly in the first year of IF. On average, at the end of the 5-month intensive period they reach slightly superior oral performance levels than those who did not take Pre-Intensive French.

****Post-Intensive French*

Post-Intensive French (PIF) continues the Grade 6 or 7 program to the end of high school. The resources used are generally interprovincial guides specifically developed for each year of PIF. These guides are based on the same NLA principles as IF. They also offer an appropriate range of resources for each year of the program. The teaching approach is also based on the NLA principles, as with IF. For all years of PIF, teaching periods must be at least 50-80 minutes long, 3-5 times a week. In Grades 10, 11 and 12, when the school year is divided into two semesters, there must be a minimum of 60-80 minutes per class period for the designated semester. PIF class times generally correspond to those of a high school "Core French" class.