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A STUDY OF THE EFFECTS OF THE TRANSITION YEARS'  
PILOT PROJECT ON THE RETENTION RATE  
OF FRENCH AS A FIRST LANGUAGE STUDENTS  
IN KENT COUNTY

By

Paul H. Bélanger

A Thesis

submitted to the

Faculty of Graduate Studies and Research

through the Faculty of Education in

Partial Fulfillment of the requirements

for the Degree of Master of Education

at the University of Windsor

Windsor, Ontario, Canada

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## ABSTRACT

Grades seven, eight and nine students in the French Section of the Kent County Roman Catholic Separate School Board served as the focal group in this research study which examined the relationship between the implementation of the Transition Years' Pilot Project from 1990 to 1993 and the retention rate of its Francophone students, as calculated from 1986 to 1993. The Ontario Ministry of Education suggested that the pilot schools concentrate their action plans on the following eleven areas of focus: career education, community involvement, core curriculum, facilitating transitions, gender equity, guidance and special education, innovative in-service, remediation and enrichment, school organization, student assessment and technological studies. The retention rate of Francophone adolescents remaining in the French as a First Language School program increased, therefore supporting the claim that the successful implementation of the eleven areas of focus of the Transition Years' Pilot Project had a positive effect. If the retention rate for Francophone students increases by implementing the eleven areas of focus targeted by the Transition Years' initiative, it suggests that students in majority settings may want to remain in school longer as well in response to the Transition Years' initiatives.

## ACKNOWLEDGEMENTS

This research project was funded in part by a grant received from the Ministry of Education in the Province of Ontario.

The decision and professional challenge of writing a thesis offered the researcher an excellent educational opportunity to give something back to the teaching profession. Teachers spend the majority of their careers implementing other people's ideas and initiatives with very few opportunities to pioneer new methods or to contribute strategies or ideas that are both original and inspiring. The process of writing a thesis allowed me to make important discoveries regarding the philosophy upon which is based the education of adolescent learners in the Province of Ontario, and consequently to make what I hope will be a significant contribution in this specific area.

The ups and downs of implementing the Transition Years Pilot Project were shared by two other colleagues in the Kent County Roman Catholic Separate School Board - Miss Janine Griffore and Mrs. Marguerite Schinkelshoek. Together we played the multiple roles of trouble-shooters, problem-solvers and risk-takers. Since this action research project is the product of collective thought and dialogue, I would be remiss in not expressing my sincere thanks to all trustees, administrators, principals, teachers, parents and students of the French Section of the Kent County Roman Catholic Separate School Board for their participation and unfailing support. These educational stakeholders have played a key role in the implementation of this major process of change. A strong sense of partnership allowed for a smooth progression of the project, and proved to be essential in our endeavour to improve the retention rate of French as a First Language students in Kent County.

Special thanks are owed to my advisor, Dr. Morton, for his judicious guidance and his numerous suggestions. Dr. Morton was



instrumental in awakening in me a greater appreciation for sound research, and in leading me to understand that researchers have the mission to collect precise data. Dr. Morton took a qualitative thinker and converted him into a quantitative researcher. That in itself speaks highly of his accomplishments!

Dr. Shantz, my internal reader, had a willingness to share her background in the Transition Years' philosophy which was greatly appreciated. I also wish to thank her for her unfailing moral support and her most helpful suggestions.

Dr. Halford's background and knowledge of the Francophone minority in this area of Ontario has proven to be another asset in this research study.

I wish to express my gratitude to Dr. Kuendiger, Dr. Diubaldo, Dr. McKay and Professor Hurley for making my graduate studies experience a journey which reawakened a spirit of personal renewal and reflection.

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The most important people in my life have always been my friends and my family. They have guided, inspired and challenged me to become the best that I could be. To them, I owe everything. A very special thank you to my wife, Carol Ann and my sons, David and Danny, not only for their unflinching support but especially for their love. I could not have done it without them.

This thesis is dedicated to my father, Raoul, who gave me the opportunity to dedicate my life to something that he personally would have loved - to be a teacher.

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## CHAPTER I INTRODUCTION

### General Statement of the Problem

This research project attempts to document the impact of the Transition Years' initiatives on retention of Francophone adolescents in the French Section of the Kent County Roman Catholic Separate School Board (KCRCSS Board). The Government of the Province of Ontario is currently restructuring the educational program for early adolescents.

Grades seven, eight and nine students are now part of the Transition Years. Lipsitz (1984), Hargreaves and Earl (1990) and Oppenheimer (1990) have examined a variety of areas and a number of practices in meeting adolescent needs which have to be addressed in any change process. For example, they suggest that adolescent needs and characteristics have to be researched and clearly defined in order to produce new academic programs which better respect and reflect the areas of concern. In line with this concern, sixty-four provincially funded pilot projects were implemented across Ontario in 1990 to examine the impact of various practices on adolescents. The KCRCSS Board's Transition Years' Pilot Project received funding from the Ministry of Education and this research is a direct result of this provincial initiative. Each project was responsible for implementing and assessing its own



Transition Years' initiatives.

One objective in the Kent County project was to focus on assimilation of the minority by the majority which is often the case in a minority community. Moreover, the community relies on the schools to help curb assimilation by teaching the minority language, by keeping the students actively involved in the minority culture, and by providing a cultural resource for the community (Frenette, 1988). Frenette (1981) and Welch (1988) put forth the view that the school must become a community and the building must become a focal point for the French-speaking community outside the school. They also believe that French language schools must exercise a much more important role in maintaining a sense of community among Franco-Ontarians.

The educational needs of the Franco-Ontarian community have been thoroughly outlined by Churchill, Frenette and Quazi (1985), but their report does not closely examine the specific needs of students in the Transition Years. There remains a need for research on this age group with emphasis on students in minority settings. Questions concerning the adjustment and achievement of this group of students as they progress from French language elementary schools to French language secondary schools need to be answered.

The Transition Years' Pilot Project provided the KCRCSS Board with an opportunity to identify the needs of Francophone

students, to develop an action plan to meet those needs and, consequently, to create a better learning environment for transescent learners. Listening to, focusing on and reacting to the students' physical and affective needs should allow for more effective French language schools where students choose to continue their secondary education in French, confident that the objective of the school is to provide equal opportunity, recognition of culture and heritage, and effectiveness in meeting student needs. The Transition Years' philosophy states that if we meet the needs of our students and offer a solid educational program, more students will choose our schools and less will drop out (Hargreaves & Earl, 1990; Lipsitz, 1984; Oppenheimer, 1990). To examine this claim, secondary school selection patterns of our Grade eight graduates were followed before and during the Transition Years' Pilot Project.

#### Definition of Terms

1. Retention Rate: - the percentage of Francophone students who choose to continue their secondary school education in a French language secondary school upon Grade eight graduation.
2. Assimilation: - Statistics Canada considers a person to be assimilated when the maternal or first language spoken in the home is replaced by a second language.

It is clear that the selection of an English as a First Language secondary school over a French as a First Language secondary school could contribute to assimilation at a later date. Although other factors such as choice of courses, geographical location, peer influence, the media, cultural opportunities, among others, have a significant impact on the rate of assimilation, the French school nonetheless remains an important element in preserving the French language and culture.

3. Francophone Students in Kent County: - students registered in one of five French as a First Language schools in the KCRCSS Board.
4. Implementation: - the action plan developed by the Planning, Development, Implementation and Review Committee (PDIRC) of the French Section of the KCRCSS Board. It examines the following eleven areas of focus, as suggested by the Ministry of Education in the Province of Ontario for its sixty-two pilot projects:
  - a. career education
  - b. community involvement
  - c. core curriculum
  - d. facilitating transitions
  - e. gender equity

- f. guidance and special education
  - g. innovative in-service
  - h. remediation and enrichment
  - i. school organization
  - j. student assessment
  - k. technological studies
5. KCRCSS Board: - the Kent County Roman Catholic Separate School Board.
  6. Stakeholders: - all members of the educational community (parents, students, principals, teachers, administrators and ratepayers).
  7. Transescent Learner: - adolescent learner in either Grades seven, eight and nine.
  8. Transition Years: - Grades seven, eight and nine restructuring initiative as outlined by the Ministry of Education in the Province of Ontario. During those years, students will make two major transitions: from childhood to adolescence and from elementary school to secondary school.
  9. PDIRC: - refers to the Planning, Development, Implementation and Review Committee. This committee was comprised of students, teachers, parents, trustees and principals from the KRCSS Board's French Section.

10. PEP: - Prescriptive Educational Plan used in Student Services.
11. SGIS: - Student Guidance Information Systems used in Career Education.
12. PTA: - Parent Teacher Association at school level.
13. SES: - Socio-Economic Status.
14. MOE: - Ministry of Education.
15. Streaming: - ability grouping of students in school organization.

#### Review of the Literature

The Ontario Ministry of Education is restructuring the educational program for Grades seven, eight and nine students under the umbrella of "Transition Years". This provincial restructuring initiative has led the French Section of the KCRCSS Board to review, analyze and develop strategies in the following seven areas of early adolescent education: (a) the special characteristics of adolescent learners that call for change in program delivery; (b) the risk factors for transescents in Ontario; (c) the areas that make a difference for these young adults as they strive to become adults; (d) the types of learning interaction best suited to the students; (e) the best way to implement the Transition Years' areas of concentration in order to better serve transescents; (f) the pilot project developed by the French Section of the KCRCSS

Board dealing with adolescent education; and (g) the various recommendations which could enhance educational opportunities of the transescent learner in Ontario schools.

Adolescent Needs and Characteristics. The key variables in this analysis of existing research are the needs of the adolescent learner and the effective teaching practices which best suit these needs. Lipsitz (1984) suggested that a good Transition Years' school requires a change in vision regarding the possibilities of educating young adolescents. Barth (1990), Fullan (1991), Hargreaves, Baglin, Henderson, Leeson and Tossell (1988), Leithwood and Jantzi (1990), Ruddock (1991), Sarason (1990) provide solid sources of information on models of educational change which are reflective of and responsive to a specific community. These researchers promote cooperation and communication by all partners in a clearly delineated group. They provide the foundation and the incentive to bring all the Francophone stakeholders together in formulating a vision and an action plan to increase the retention rate of French as a First Language students in Kent County.

Hargreaves and Earl (1990) define adolescence as the transition from childhood to adulthood, beginning with puberty. It is a period of more rapid development than in any other phase of life except infancy. This time of development is neither singular nor simple, and aspects of growth during adolescence are seldom

in step with each other, neither within individuals nor among peers (Ontario Schools: Intermediate and Senior, 1989; TFEYA, 1989). Early adolescents (aged 10 to 14) are complex and unpredictable (Shultz, 1981; Thornburg, 1980). At this time in their lives, young people are no longer children, nor are they adults. For the first time, many remarkable changes begin to occur in their lives. They discover that their bodies are changing dramatically; they begin to use more advanced mental abilities; and they become conscious of their relationships with others (Palomares & Ball, 1980).

Hargreaves and Earl (1990) describe development and maturation during adolescence, saying that this period of growth is a time of significant physical change characterized by increases in body height and weight, the maturation of primary and secondary sex characteristics, and increased ability to use formal mental operations. As these changes occur, adolescents are increasingly aware of changes in their bodies and must psychologically adjust to these differences occurring within themselves and to the developmental variations occurring within their age group. There is a strong concern among adolescents about how they match up to common behavioural and physical stereotypes (Thornburg, 1980). They also compare themselves to their peers, who may or may not be maturing at the same rate (Babcock, Daniels, Islip, Razzell & Ross, 1972; Osborne, 1984; Simmons & Blyth, 1987). In addition, peer groups vary from school to school, making social

comparisons even more complex (Simmons & Blyth, 1987).

Just as with physical maturation, the rate of intellectual maturation varies among students (TFEYA, 1989). Adolescents expand their conceptual range from concrete-operational concerns with the here-and-now to hypothetical, future, and spatially remote aspects of abstract thought (Palomares & Ball, 1980). While adolescents in this age range have high energy and sometimes short concentration spans, they are also increasingly able to focus attention for longer periods on topics that interest them (Epstein, 1988).

Hargreaves and Earl (1990) raise the importance of peer-group membership for the transescent learners. Group affiliation is identified as one of the central preoccupations of early adolescence. All other issues become secondary to the adolescent's search for belonging and acceptance among same and opposite sex age mates (Palomares & Ball, 1980; Shultz, 1981; Thornburg, 1980). Students in this period of their lives need help in building their self-esteem and in increasing their sense of belonging to a valued group (Babcock et al., 1972; Kearns, 1990; Shultz, 1981). They need a sense of social usefulness and guidance in making informed choices, especially about important life decisions (Cheng & Zeigler, 1986; TFEYA, 1989). Growing loyalty to the peer group and the importance of a positive self-concept emerge repeatedly as key social development



characteristics of adolescents (Kenney, 1987; Manning & Allen, 1978; Thornburg, 1980). Establishing social connections with peers strongly influences adolescents' sense of self-esteem and the development of social skills. Along with their strong need to be liked and included, adolescents must clarify in their own minds those with whom they wish to identify and must evaluate the social implications of their own personalities. By offering membership, the peer group provides them with an identity, reinforcing their feelings of self-worth and protecting them from loneliness (Palomares & Ball, 1980).

Maslow (1954, 1970) asserts that human development depends on meeting or satisfying basic needs. He claims that needs form a hierarchy with five steps, each of which must be fulfilled before the next stage of development can begin. These basic needs are physiological needs, safety, acceptance and friendship, achievement and recognition, and self-actualization, or the need to maximize one's potential. Therefore, in order to be successful, schools must ensure that the basic needs of students, teachers, staff and administrators are met.

Oppenheimer (1990) cites a very extensive summary of the transescent's physical, social, emotional and intellectual development which was gathered by the Federation of Women Teachers' Associations of Ontario (see Appendix A).

The challenge of educating early adolescents consists in

meeting their personal, social and developmental needs and in inspiring a clear understanding of the impact their educational experiences will have on their life as adults in our society. Lipsitz (1984) maintains that schools cannot simply continue doing what they do in the lower grades for the following reasons:

...adolescents do not accede automatically to the wishes of adults. Order is not maintained and lessons are not learned in the relatively unnegotiated manner of the elementary school. An orderly and serious academic environment cannot be achieved without the cooperation of a group of students whose striving for autonomy precludes unquestioning obedience. Similarly, the importance of the peer group for personal comfort and standards of behaviour can be a powerful impediment to public policy imperatives like racial integration. Early adolescence can also be particularly stressful for handicapped children, because the strength of peer group attachments and adolescents' fear of the "abnormal" are barriers to social mainstreaming. Also, as boys and girls begin to differentiate between what is masculine and feminine in light of their extreme self-consciousness about physical development, meeting the demands of a sex equity policy requires as much of their enlightened understanding as their parents' and other adults'. Being guided in school policy and program by the demands

of early adolescent development is imperative (p.169). Moreover, he stresses the need to respect and to address the physical, emotional and psychological realities of adolescence in the development and delivery of their educational programs.

Risk Factors. According to King, Warren, Michalski and Peart (1988), recent statistics regarding risk factors for transescents in Ontario are of real concern. They found that: (a) 33% of students who complete Grade 8 drop out before graduation; (b) 62% of reported runaway children are 13 to 15 years old; (c) 64% of Ontario students 14 and 15 years of age use alcohol; (d) 12% of the same age group use cannabis; (e) 12% of males and 8% of females in Grade 7 have sexual intercourse and (f) 8% of Canadian Grade 7 students smoke cigarettes and the percentage of smokers increases with age.

In the 1990 publication for the Federation of Women Teachers' Associations of Ontario, Oppenheimer lists teen pregnancy, child abuse, children growing up in poverty, sexual activity, suicide rates and drug usage as other areas of alarm or concern (see Appendix B). Risk factors have a considerable effect on the ability of transescent learners to achieve and to remain in school.

Other groups at risk were found in: (a) students from backgrounds of lower socio-economic status (SES) (Nisbet & Entwistle, 1969; Spelman, 1979); (b) students (in many cases

including students from lower SES) who have long bus journeys to their new schools, especially in remote communities (Gorwood, 1986; Ryan, 1976); (c) students from a range of ethno-racial groups who may be affected by repeated absenteeism, suspension and retention which increase student disengagement from school and encourage at-risk students to drop out (Wheelock, 1986); (d) low achieving boys who, according to King et al. (1990), were more frequently at risk than low achieving girls. As well, Galten and Willcocks' (1983) found that rates of achievement of boys and girls were virtually the same before transfer, but one year later, 45% of the boys had fallen below their primary school score as compared to only 15% of girls; (e) less athletic boys (Inner London Education Authority, 1988); and (f) girls with a poor self-image (Simmons & Blyth, 1987) who proved to be more vulnerable in the transition to a new school because the peer group by which they judged themselves was disrupted.

In a report on life in Grade eight, Lounsbury and Clark (1990) found that: (a) while young adolescents need physical movement, schools demand that they sit at their desk for extended periods; (b) while young adolescents need social interaction, schools expect that everyone will do his or her own work as an individual; (c) while eighth graders are reaching a level of mental maturity that makes analytical thinking possible, schools provide very little opportunity to learn and apply critical thinking skills.

Successful Schools. Rutter, Maughan, Mortimer and Ouston asked in their 1979 study: "Do a child's experiences at school have any effect? Does it matter which school he goes to? What are the features of schools that matter? (p.1)" They conclude with a positive response to the first two questions. Schools do indeed have an important impact on children's development and it does matter which school a child attends. In response to the third question "What are the features of schools that matter?" (p.1), they found the picture to be less clear. No single system of organization showed overriding advantages. However, students' behaviour and academic success were considerably influenced by the internal life of the school.

More recently, certain noticeable trends have emerged from research on school effectiveness. According to Johnston and Ramos de Perez (1983), effective schools have been identified as having: (a) clear academic and behavioral goals, (b) order and discipline, (c) high expectations for students, (d) teacher efficacy, (e) rewards and incentives for teachers and students, (f) positive (not remedial) school environments, (g) competent administrative leadership, (h) community support, (i) concentration on academic learning time, (j) frequent, checked homework, (k) regular and frequent monitoring of student work, (l) well-coordinated curriculum (planned and integrated), (m) a variety of teaching strategies and (n) opportunities for student responsibility.

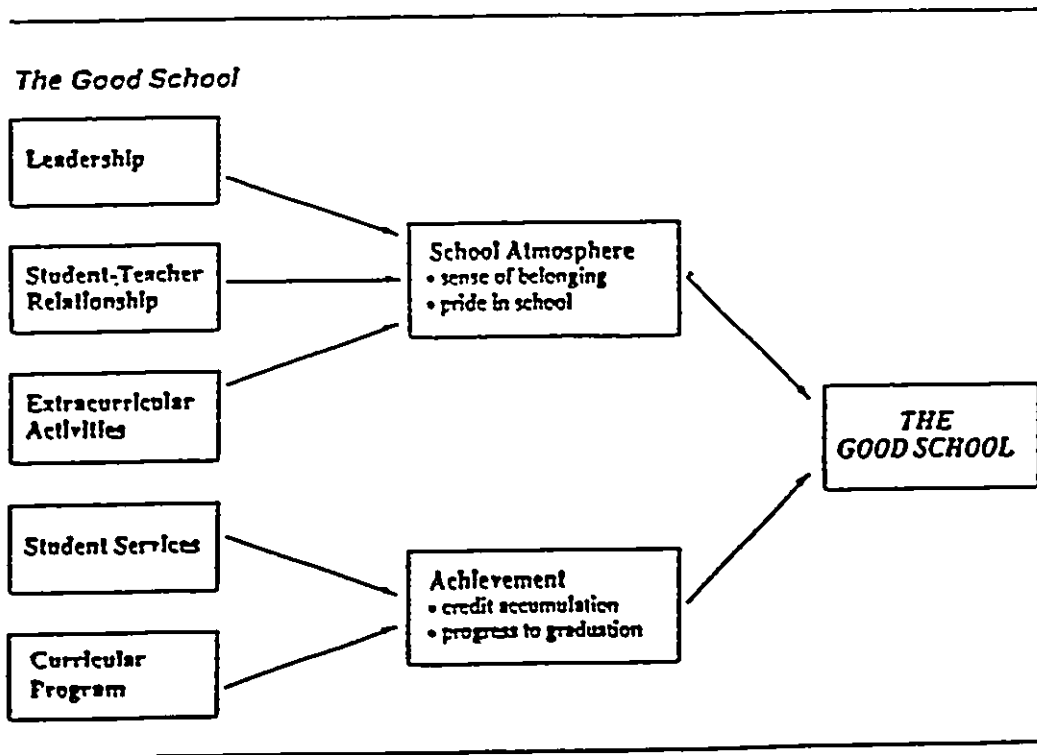
Lipsitz (1984) and Hargreaves and Earl (1990) have shown that successful intermediate education is dependent upon characteristics inherent in junior division philosophy, but are not necessarily dependent upon or guaranteed by a separate middle or junior high building. There is extensive agreement that the quality of the program is more important than its grade organization.

Sale (1979) lists the ten major characteristics of intermediate grade education (see Appendix C). He claims that the focus of programs and practices must reflect the learner's needs and characteristics. He concludes that the school organizational pattern and the curricular experiences should build upon elementary experiences and allow for a gradual transition to secondary school expectations.

King and Peart (1990) state that a good school must serve all of its students well. In their study, they link five major aspects of school life to the sense of pride and belonging that students feel about their school. Focusing on the atmosphere of a school in this way is less limiting than selecting criteria applicable only to segments of a school population such as graduates who attend university, those who excel in sports, music, mathematics or science courses, etc. Their model (Figure 1) summarizes the relationships among the elements that make up a good school.

Figure 1

King and Peart, 1990, "The Good School", printed in Canada-Quebec Union for Industry and Communications Local 145, p.6.



King and Peart (1990) claim that school atmosphere is directly related to student and teacher satisfaction, positive relationships in the school and a sense of belonging. They underline the importance of respect for each student, involvement of staff, visibility of leadership, support of teacher professional development, accessibility of student services, participation and understanding of the local school community, a broad range of quality programming, and the development of leadership skills in staff and students.

Types of Learning Interaction. In Ontario, streaming involves assigning students to different classes that will study different curricula. This determination is usually based on the students' previous performance and/or educational objectives. Students are categorized according to whether they are opting for university or college, other post-secondary education or the workforce.

Streaming is seen by its opponents as undemocratic, ineffective, and even detrimental to student success. Wehlage and Rutter (1986) saw its removal as an essential component of any attempt to reform the education system. The high dropout rate by lower-stream students shows one of the most serious effects of streaming, the erosion of a student's self-esteem. "Dropping out is the observable evidence of that alienation in which one recognizes that school has rejected the person and the person reciprocates by rejecting the school" (p.21).



According to Raebeck (1987), streaming reinforces inequalities that exist within our society. It may also unintentionally communicate to the neediest and most disadvantaged that they were not really able to benefit from education. By streaming students, the system may be inviting some students to drop out.

Slavin (1990) and Kulik and Kulik (1982) find that ability grouping offers the following advantages: high achievers move more rapidly through their course work; low achievers have attainable goals and are given extra help; all students receive more individualized instruction; students have a better attitude toward particular subjects; more students have a positive attitude toward school and all students have higher self-esteem. On the other hand, according to the authors' findings, some of the disadvantages of streaming are as follows: high achievers constitute an elite group and gain at the expense of low achievers; low achievers are stigmatized to the detriment of their self-esteem and motivation to work; teachers expect poor academic achievement and behaviour from low achievers and adopt a slower instructional pace when teaching them; low-ability students lack good academic role models and there are discernible academic benefits only for gifted high achievers. These researchers assert that there is no noticeable difference in student achievement when comparing ability group programs with heterogeneous ones.

The Task Force on Education of Young Adolescents (1989) notes that new objectives set by the middle grade philosophy require new approaches to teaching and states that:

Developing a discipline of mind requires a radical departure from traditional classroom instruction. Above all, it requires a shift in long held beliefs that the role of teachers is to transmit knowledge to students. Instead, teachers must view themselves as facilitators through which young people construct knowledge themselves. Far greater reliance will be placed on learning techniques that allow students to participate actively in discovering and creating new solutions to problems (p.43).

In the report, activity-based, experiential, cooperative, and collaborative learning, as well as many other student-centered instruction practices make up the current, operative, effective learning experiences. The teacher is much more of a facilitator and a classroom organizer than the traditional transmitter of knowledge. The students take on more ownership of their learning and are consequently much more responsible for their educational outcomes.

Coelho (1988) claims that research studies over the previous twenty years indicate that restructuring the traditional classroom in order to provide opportunities for students to work together and learn from each other in carefully structured, mixed ability learning

groups has many positive outcomes for all students in terms of academic achievement. The researcher adds that although low achievers and students of minority racial and cultural status show the most impressive academic gains, their success does not impede the success of the high achievers, who do at least as well, and often better than their peers in traditionally structured classrooms. Coelho (1988) found that cooperative learning promotes appreciation and acceptance of individual differences such as sex, social class, race, ethnic background, or achievement level; as well, it narrows the gap between low and high achievers and between majority and minority students, without lowering achievement. Students work in positive interdependence, have ample opportunity for purposeful talk, learn and practise collaborative skills as they study and explore subject matter together.

Hargreaves and Earl (1990) claim that the quality of education in the Transition Years ultimately depends on what individuals and groups of students experience in their classroom. It is unlikely that significant and lasting improvement in the quality of this experience will occur unless school systems, teachers, parents, and the general public make the necessary adjustments to allow schools to embrace a wider range of instructional practices. In this new educational restructuring, teachers would have to be self-confident and secure, schools would have to be flexible, administrators would have to be supportive, and parents and the

local community would have to be knowledgeable and prepared to become partners in the educational enterprise.

Transition Years Areas of Concentration. In April 1989, the Government of Ontario announced an action plan which has served as the basis for a set of major initiatives that have become known as the restructuring of education. In this restructuring initiative, Grades seven, eight and nine are identified as the Transition Years because during these years students are asked to make two major transitions: from childhood to adolescence and from elementary school to secondary school. The plan contains a consultation process with all educational stakeholders, the identification of issues through meetings across the province, the initiation of six research projects and the initiation of 59 two-year pilot projects involving 64 out of Ontario's 172 school boards.

Each provincially funded pilot project focused on some or all of the following eleven areas of focus: career education, community involvement, core curriculum, facilitating transitions, gender equity, guidance and special education, innovative in-service, remediation and enrichment, school organization, student assessment and reporting, and technology. The pilot project participants made a commitment to share the results of their projects for the benefit of both students and educators across Ontario. The information thus obtained might then assist the Ministry and school boards in developing and implementing policies

and programs that are relevant for young adolescents in a rapidly changing society.

KCRCSS Board's Pilot Project. The KRCSS Board's French Section developed its pilot project around the theme "Promo adolescents et adolescentes francophones". Appendix D gives a brief description of all the areas of focus which were addressed in the project. Appendix E is a copy of the original proposal submitted to the Ministry of Education for funding in March, 1990.

The project was developed in order to enhance communication among four elementary schools and one secondary school and, as well, to focus on the needs and the future of the Francophone students in Kent County. The development and review of the Transition Years' Plan was shared by all the groups included in the Planning, Development, Implementation and Review Circle (PDIRC) (p.97, Appendix E). The design allowed for healthy communication throughout the development and improvement of the project.

This was the only pilot project in the province to address all eleven areas of focus because, although not noted in Appendix D, the areas of gender equity and technology were also incorporated into the plan. The Transition Years' committee focused on all areas defined as important by the Provincial Government.

As the research findings of Hargreaves and Earl (1990), Lipsitz (1984) and Oppenheimer (1990) had indicated, the

challenges facing any PDIRC would be numerous. Also, they would not be as closely related to grade or curriculum intent as they would be to process and organizational practices. The PDIRC found that this change process would take years to accomplish but that the efforts and rewards would be worth the time and energy.

Recommendations. The PDIRC of the KCRCSS Board agreed with the conclusions presented by Rutter et al. (1979) to wit, pupils are influenced by the way they are dealt with as individuals, but there is also a group influence resulting from the ethos of the school as a social institution. Schools that succeed in respecting the needs and characteristics of transescent learners can be a positive force in the life of an adolescent.

Through a study it published in 1990, the Federation of Women Teachers' Associations of Ontario made twenty-one recommendations regarding what had to be done to ensure that each classroom provides a caring, stimulating, social environment in which the adolescent can explore and challenge ideas with confidence, gain a sense of identity through success, and develop a sense of direction and self-reliance through involvement in a large variety of learning experiences. (See Appendix F for a list of specific recommendations.)

Based on what was being reported by the Transition Years' pilot projects throughout Ontario from 1990 to 1993 and on what research indicated or revealed about adolescent learners, the

Ministry of Education's initiative to restructure Grades 7, 8 and 9 was proving to be effective. Oppenheimer (1990) tells us that the successful school for the adolescent learner is neither an advanced elementary school nor a baby high school. The successful school for the transescent recognizes that there is a certain type of education which is appropriate for students at this stage of development. Teachers, parents, students, principals and community members working together could create schools that meet the needs of the adolescent learner.

#### Research Question and Hypothesis

The question addressed in the present study examines if there is a statistically significant relationship between the implementation of the Transition Years' Pilot Project in the French Section of the KCRCSS Board and the retention rate of its Francophone students.

To examine this question, data were collected on the retention rate for the KCRCSS Board's Grade eight graduates over a seven year period (1986-1993), and evaluated in relationship to the eleven areas of focus as defined in the Transition Years' initiatives. On the basis of the philosophy behind the Transition Years' Pilot Project, it was hoped that the various Transition Years' initiatives would correlate positively with the retention of students in the County's only French language secondary school, École

secondaire de Pain Court.

#### Significance of the Proposed Study

The relevant data derived from this study should prove beneficial to the successful delivery of secondary school programming for the Francophone community of Kent County. In 1986 the student population at École secondaire de Pain Court had dwindled to fifty-six students. The reality of falling enrolments and the high cost of operation were rapidly becoming a matter of survival not only for the continued existence of École secondaire de Pain Court, but also for the Francophone minority population it serves. In 1986, serious consideration was given to closing the school. This bleak possibility sounded the alarm for prompt action to be taken and corrective measures to be implemented immediately. An action plan was implemented in order to stage and change the effects of retention on a small Francophone population.

Since 1990, the KCRCSS Board's French Section has had a provincial commitment to share results, activities and evaluations of its pilot project with both students and educators across Ontario in order to allow for maximum benefits to be derived from this venture. This information should assist the Ministry of Education and other school boards in implementing policies and programs that are relevant for young adolescents in a rapidly changing society.



The creation of an effective school model is always of benefit to the educational community at the local and regional, as well as at the provincial level. Since this pilot project attempted to bring about positive change both at the County and at the provincial levels, its significant findings should be measured, evaluated and shared with other educators and educational stakeholders throughout the province.

If, by working together, teachers, parents, students, principals, trustees and community members can create schools that better meet the needs of the adolescent learner in a majority setting, then it is possible that this holds true in a minority setting as well. This investigation in the context of a minority setting is of significance to the Franco-Ontarian population for there are few studies which report research on the Transition Years or on the problems of adolescents during this period.

This research is not only of significance to the Francophone community but has something to offer to all those who teach adolescent learners. If the retention rate for Francophone students is increased by implementing the eleven areas of focus targeted by the Transition Years' initiative, it may follow that students in majority settings should want to remain in school longer as well.

## CHAPTER II DESIGN AND METHODOLOGY

### Subjects

The study was conducted in the County of Kent in Southwestern Ontario from 1986 to 1993. The KCRCSS Board has a total student population of 7,400 of which 1,054 are registered in the five French as a First Language schools. There is one English language secondary school and nineteen English elementary schools. The KCRCSS Board has an English Section and a French Section.

École secondaire de Pain Court is the French as a First Language secondary school located in Pain Court. Its student population has grown significantly from 56 in 1986 to 198 for the 1992-93 school year. It is staffed by a full-time female principal, a part-time male vice principal, seventeen teachers, one cultural leader, and a part-time library technician. A full range of courses are offered at the advanced, general and basic levels.

Sainte-Catherine school located in Pain Court, Saint-Joseph school located in Tilbury approximately twenty miles away, and Saint-Philippe school located in Grande Pointe approximately five miles away are the three feeder schools. Sainte-Catherine school is the largest with a student population of 345 followed by both Saint-Philippe and Saint-Joseph schools each of which has about

180 students. All three schools have Junior Kindergarten to Grade eight.

Grades seven, eight and nine students at these elementary schools and at École secondaire de Pain Court were the targeted group for the Transition Years' Pilot Project. From September 1986 to June 1993, these students were the focus of this research investigation. In 1986, École secondaire de Pain Court became a separate school following the Ministry of Education decision to allow extension of funding to Catholic schools.

The students registered in these four schools are all Francophones as defined by article 23 of the Canadian Charter of Human Rights which protects and defines the rights of these children to receive instruction in their minority language as long as it is one of the two official languages in Canada.

The French as a First Language students, as well as all other FFL students in Southwestern Ontario are influenced in varying degrees by an English milieu which has a strong impact on their activities outside of the school, at home, at work, or at play. Many of them come from homes where no French is spoken because the parents or guardians are either unilingual Anglophones or assimilated Francophones.

The students are fairly evenly divided between rural and small urban backgrounds and for the most part are bussed to school. Most of these students have to travel out of their own communities

in order to attend the French language secondary school.

### Procedure

Parents, students, teachers, principals, administration, trustees, parent-teacher liaison groups as well as the PDIRC took part in the development and review of the pilot project of the KCRCSS Board's French Section. An attempt was made to survey as many educational stakeholders in the Francophone community for their input in a vision-building action plan process. Their participation allowed for more responsive and reflective communication during the pilot project, from 1990 to 1993. The intent throughout this process was to respect all ideas, expectations and recommendations put forth by the participants.

Beginning in June 1985, retention was calculated on a yearly basis through to June 1993; this is the percentage of students remaining in a French as a First Language school upon graduation from the three elementary schools.

Eleven Transition Years' areas of focus were developed in order to examine the impact on retention and to produce 77 activities potentially linked to retention.

Career Education. Within this area of focus, five activities were examined in which data were collected: (a) number of individual guidance meetings with all students, (b) number of guidance personnel, (c) number of hours of special presentations to

students, (d) number of cooperative education opportunities and, (e) number of in-class presentations by home room teachers.

Community Involvement. Within this area of focus, eleven activities were developed in which data were collected: (a) number of hours of PDIRC meetings, (b) number of feeder school PTA meetings, (c) number of hours of Dover Township & KCRCSS Board Project, (d) number of petitions from parents, (e) number of petitions from students, (f) number of hours of school involvement in community presentations, (g) number of editions of the news bulletin *Francofierté*, (h) number of PTA feeder school presentations, (i) number of adult education enrolment, (j) number of system administration letters to all parents and, (k) number of hours of community involvement in school presentations.

Core Curriculum. Within this area of focus, six activities were developed in which data were collected: (a) number of curriculum resource teachers, (b) number of principals, (c) number of vice-principals, (d) number of destreamed students, (e) number of destreamed courses and, (f) number of field trips.

Facilitating Transitions. Within this area of focus, five activities were developed in which data were collected: (a) number of Grades seven and eight student visits to the secondary school, (b) number of hours of Grades seven, eight and nine student workshops, (c) number of mentor Ontario Academic Credit students working with at-risk students, (d) number of in-class

presentations to Grades 6 to 9 and, (e) number of teacher sharing tasks between elementary and secondary panel.

Gender Equity. Within this area of focus, nine activities were developed in which data were collected: (a) staff statistics on the percentage of females as Grades seven and eight elementary teachers, (b) staff statistics on the percentage of females as elementary principals, (c) staff statistics on the percentage of females as secondary teachers, (d) staff statistics on the percentage of females as principals, (e) number of female students in leadership camps, (f) number of girls in technological camps, (g) number of non-traditional role campaigns, (h) number of female math/science teachers and (i) number of hours where gender equity was discussed.

Guidance and Special Education. Within this area of focus, five activities were developed in which data were collected: (a) number of people in student services personnel, (b) hours of special presentations by the social worker, (c) hours of Student Guidance Information Systems presentations to Grades seven and eight students, (d) number of support staff linking elementary and secondary and, (e) number of students in the school-based team and PEPs.

Innovative In-Service. Within this area of focus, ten activities were developed in which data were collected: (a) number of on-site resource staff, (b) number of hours of special in-service

meetings with the Assistant to the Director of Education, (c) number of hours of special in-service meetings with the Science and Mathematics Coordinator from the Ministry of Education, (d) number of hours of special in-service meetings with the Français Coordinator from the Ministry of Education, (e) number of hours of special in-service meetings with the History and Geography Coordinator from the Ministry of Education, (f) number of hours of special in-service meetings with the Learning Styles Resource Person, (g) number of hours of special in-service meetings with the French Language Cultural Activity Resource Person, (h) number of hours of workshops with the Ministry, (i) number of meetings of the writing team and review team and, (j) number of out-of-school visits and conferences.

Remediation and Enrichment. Within this area of focus, five activities were developed in which data were collected: (a) number of Student Services staff, (b) number of students in after-school student assistance centre, (c) number of students in integrated enrichment and/or resource, (d) number of hours for the START program and, (e) number of hours for the student tutorial program.

School Organization. Within this area of focus, eleven activities were developed in which data were collected: (a) school population, (b) number of courses, (c) number of feeder school Grades seven and eight visits, (d) number of hours of Grades seven, eight and nine workshops, (e) number of in-class

presentations to Grades six to nine, (f) number of people in Student Services personnel, (g) number of staff linking elementary and secondary, (h) number of hours of professional development for Grades seven to nine staff, (i) number of hours of house monthly meetings, (j) number of hours of special presentations - social workshops and, (k) number of field trips.

Student Assessment. Within this area of focus, five activities were developed in which data were collected: (a) number of hours of in-service on evaluation, (b) number of teachers in elementary and secondary teacher exchange, (c) percentage of formative versus summative assessments used in student evaluation at the elementary level, (d) percentage of formative versus summative assessments used in student evaluation at the secondary level and, (e) number of student assessments used.

Technological Studies. Within this area of focus, five activities were developed in which data were collected: (a) number of courses, (b) number of staff involved in promoting subject integration, (c) number of computer integration courses, (d) number of non-traditional role campaigns and, (e) number of hours where technological studies were discussed.

The above eleven areas of focus were selected in order to formulate an action plan for the MOE's Transition Years' initiative. Each of these areas of focus was characterized by specific and distinctive activities. The degree of use of each activity was



researched and recorded for each school year from 1986-1987 to 1992-1993.

In order to define which activities were to be tabulated in each of the eleven areas of focus, three meetings took place between the researcher and the Transition Years' Steering Committee of the KCRCSS Board's French Section.

The first meeting served as a session to review and analyze all the activities which took place during the two year Transition Years' Pilot Project from 1990 to 1992. Since the Ministry of Education had required that the various pilot boards keep very detailed records of the planning, development and implementation of their respective projects, it was easy to list a series of subsections for each of the eleven main areas of focus in which data could be gathered. The data were collated for each subsection already identified.

The second meeting allowed the Transition Years' Steering Committee to review and correct the data but also to find a solution for the few areas where a professional opinion was required: (a) the ninth activity measured in Gender Equity (number of hours where Gender Equity was discussed), (b) the fifth activity measured in Student Assessment (the variety of Student Assessments used) and, (c) the fifth activity measured in Technological Studies (number of hours where Technological Studies were discussed). The committee members listed ten

teachers and administrators who had been in the French as a First Language schools of the KCRCSS Board's French Section from 1986 to the present and asked them to give a professional opinion on the hours of awareness offered to our Grades seven, eight and nine classes during any school year from 1986 to 1993, as well as on the number of different types of student assessments which had been introduced during this period. Table 1 represents, in hours, the average score of the professional estimates of these ten teachers.

The third meeting served as a last opportunity to review, criticize and finalize the data sheets used to summarize the activities which took place during the study period. All members of the Transition Years' Steering Committee were in agreement that these statistics represent an accurate assessment of the data over the period of this research.

Table 1

The average score of the professional estimations of the ten teachers identified by the Transition Years' Steering Committee.

	1986	1987	1988	1989	1990	1991	1992
	1987	1988	1989	1990	1991	1992	1993
GE9 (# of hrs of discussion about Gender Equity)	53	57	62	92	145	211	239
SA5 (# of student assessments used)	27	32	34	36	39	45	46
TS5 (# of hrs of discussion about Technological Studies)	60	71	127	187	305	488	518

## CHAPTER III

### RESULTS

The results are presented in four sections: (1) retention data over the years 1986-1993, (2) areas-of-focus data which provided the degree of involvement in relevant initiatives over the years 1986-1993, (3) multiple regression analyses which examined the data for the best predictors of retention, and (4) correlational analyses which provided a more fine-grained picture of the data.

#### Retention Data

The retention rates were determined by calculating the retention rate of Grade eight graduates from Sainte-Catherine school, Saint-Philippe school and Saint-Joseph school who enrolled at École secondaire de Pain Court for their Grade nine program each year in September from 1985 to 1992, as opposed to an English language secondary school program. These rates represent the dependent variable and are reported in Table 2.

#### Areas of Focus Data

The eleven areas of focus were quantified and tabulated. The actual results of the tabulation are reported in Tables 3 to 13.

Table 2  
Grade 8 Retention Rate

Years	Grade 8 Graduates from Ste-Catherine St-Philippe St-Joseph	Sept.30 Grade 9 Enrollment at ESPC	Retention Rate
June 1985	44	27	61%
June 1986	34	7	21%
June 1987	36	20	56%
June 1988	44	28	64%
June 1989	40	30	75%
June 1990	63	48	76%
June 1991	50	38	76%
June 1992	68	61	90%

Table 3

Career Education data collected in the 5 variables of this area of focus from 1986 to 1993.

CAREER EDUCATION	1986	1987	1988	1989	1990	1991	1992
	1987	1988	1989	1990	1991	1992	1993
1) Number of individual guidance meetings with all students	0	0	0	2	4	4	4
2) Guidance personnel	0	0	0	.25	1.0	1.0	1.0
3) Hours of special presentations	3	3	6	6	15	15	15
4) Students in cooperative education opportunities	0	0	0	2	20	28	11
5) In class presentations by home room teachers (hrs)	1	1	1	1	5	5	5

Table 4

Community Involvement data collected in the 11 variables of this area of focus from 1986 to 1993.

COMMUNITY INVOLVEMENT	1986	1987	1988	1989	1990	1991	1992	1993
1) P.D.I.R.C. (hrs of meetings)	0	0	0	0	10	9	6	
2) Feeder school PTA meetings	0	0	0	0	6	6	6	
3) Dover Township & K.C.R.C.S.S. Project (hrs)	0	0	0	0	4	6	12	
Letters of petition:								
4) Parents	0	0	0	0	40	0	0	
5) Students	0	0	0	0	250	0	0	
6) School involvement in community presentations (hrs)	0	0	0	0	15	14	14	
7) Francofierté newspaper (editions)	0	0	0	0	4	4	3	
8) PTA feeder school presentations	1	1	2	2	3	3	4	
9) Adult education enrolment	0	0	0	13	11	30	10	
10) System Administrative - Letters to all parents	0	0	0	2	3	3	3	
11) Community involvement in school presentations (hrs)	0	0	0	0	15	17	20	

Table 5

Core Curriculum data collected in the 6 variables of this area of focus from 1986 to 1993.

CORE CURRICULUM	1986	1987	1988	1989	1990	1991	1992
	1987	1988	1989	1990	1991	1992	1993
1) Curriculum resource teacher	0	0	0	.25	1.0	1.0	1.0
2) Principal .75	.75	.75	.75	.75	1.0	1.0	1.0
3) V.P.	0	0	0	0	0	.25	.25
4) Destreamed # of students	0	0	0	0	48	38	61
5) Courses destreamed	0	0	0	0	7	18	19
6) Field Trips	2	2	3	4	10	10	8



Table 6

Facilitating Transitions data collected in the 5 variables of this area of focus from 1986 to 1993.

FACILITATING TRANSITIONS	1986 1987	1987 1988	1988 1989	1989 1990	1990 1991	1991 1992	1992 1993
1) 7 & 8 students visits to (# of) secondary school	1	1	1	2	15	16	15
2) 7 & 8 & 9 workshops (# of hrs)	0	0	0	0	24	24	24
3) Mentor OAC - at risk students (# of students)	0	0	0	0	20	22	10
4) In class presentations to Grade 6 to 9	0	0	0	0	6	6	6
5) Teacher sharing between elementary and secondary panel	0	0	0	0	8	8	8

Table 7

Gender Equity data collected in the 9 variables of this area of focus from 1986 to 1993.

GENDER EQUITY	1986	1987	1988	1989	1990	1991	1992
	1987	1988	1989	1990	1991	1992	1993
Staff statistics in %							
Percentage of females							
- Elementary							
1) Teachers 7 & 8	33	58	57	43	57	63	63
2) Principals	0	0	0	50	50	50	50
- Secondary							
3) Teacher	25	18	14	16	29	50	50
4) Principals	100	100	100	100	100	100	100
5) Leadership camp 50/50 # of students	0	0	2	2	10	10	10
6) Girls tech. camp # of girls	0	0	0	0	0	6	6
7) Non traditional role campaigns	0	0	0	0	3	4	5
8) Female Math/ Science teachers	0	0	0	0	1	2	2
9) Equity # of hours of discussion	53	57	62	92	145	211	239

Table 8

Guidance and Special Education data collected in the 5 variables of this area of focus from 1986 to 1993.

GUIDANCE AND SPECIAL EDUCATION	1986 1987	1987 1988	1988 1989	1989 1990	1990 1991	1991 1992	1992 1993
1) Students Services personnel (# of people)	0	0	.1	2.25	4	4.25	4.25
2) Special presentation - social worker (hrs)	0	0	0	0	8	9	6
3) S.G.I.S. presentation to 7 & 8 students (hrs)	1	1	1	1	3	3	3
4) Support staff linking elementary and secondary	1.0	1.0	1.0	2.0	5.5	5.5	4.5
5) School based team and PEP's (# of students)	5	5	17	18	30	30	26

Table 9

Innovative In-Service data collected in the 10 variables of this area of focus from 1986 to 1993.

INNOVATIVE	1986	1987	1988	1989	1990	1991	1992
IN-SERVICE	1987	1988	1989	1990	1991	1992	1993
1) On-site resource staff Special in-service meetings with: (hrs)	0	0	0	.25	1.25	1.50	1.25
2) Assistant to the Director of Education	0	0	0	2	8	8	10
3) Science & Mathematics Coordinator (MOE)	0	0	0	2	20	20	2
4) Français Coordinator (MOE)	0	0	0	2	24	24	6
5) Geography & History Coordinator (MOE)	0	0	0	0	6	6	2
6) Learning Styles Resource Person	0	0	0	0	5	1	0
7) French Language Cultural Activity Resource Person	0	0	0	0	4	8	8
8) Workshops - Ministry (hrs)	0	0	0	0	6	26	3
9) Writing team and review team	0	0	0	18	14	10	12
10) Visits and Conferences (# of such)	2	2	3	5	20	18	10

Table 10

Remediation and Enrichment data collected in the 5 variables of this area of focus from 1986 to 1993.

REMEDICATION AND ENRICHMENT	1986 1987	1987 1988	1988 1989	1989 1990	1990 1991	1991 1992	1992 1993
1) Students Services Staff	0	.1	.1	2.25	4	4.25	4.25
2) After school student assistance center (# of students)	0	0	0	25	120	120	100
3) Integrated enrichment and/or resource (# of students)	8	8	10	15	25	30	40
4) Start programme (hrs)	0	0	0	0	20	20	0
5) Student tutorial program	0	0	0	10	15	25	15

Table 11

School Organization data collected in the 11 variables of this area of focus from 1986 to 1993.

SCHOOL	1986	1987	1988	1989	1990	1991	1992
ORGANIZATION	1987	1988	1989	1990	1991	1992	1993
1) School population	60	57	83	100	138	156	197
2) Courses	47	49	54	72	72	79	84
3) Feeder school 7 & 8 visits	1	1	1	2	15	16	15
4) 7 & 8 & 9 student workshops (hrs)	0	0	0	0	24	24	24
5) In class presentation to Grades 6 to 9	0	0	0	0	6	6	6
6) Student services personnel (# of people)	0	.1	.1	2.25	4	4.25	4.25
7) Staff linking elementary and secondary	1	1	1	2	5.5	5.5	4.5
8) Professional Development re 7 & 8 & 9 staff (# hrs)	0	0	0	6	87	83	43
9) House monthly meetings (# hrs)	0	0	0	6	30	20	20
10) Special presentation - social workshop (hrs)	0	0	0	0	8	9	6
11) Field trips	2	2	3	4	10	10	8

Table 12

Student Assessment data collected in the 5 variables of this area of focus from 1986 to 1993.

STUDENT	1986	1987	1988	1989	1990	1991	1992
ASSESSMENT	1987	1988	1989	1990	1991	1992	1993
1) In service on evaluation (# hrs)	1	1	2	2	16	18	14
2) Elementary and Secondary teacher exchange (# of teachers)	0	0	0	0	8	8	8
Formative compared to summative evaluation in reporting: (%)							
3) elementary	30	30	30	30	50	50	50
4) secondary	0	0	0	0	30	30	30
5) # of student assessments used	27	32	34	36	39	45	46

Table 13

Technological Studies data collected in the 5 variables of this area of focus from 1986 to 1993.

TECHNOLOGICAL STUDIES	1986	1987	1988	1989	1990	1991	1992
	1987	1988	1989	1990	1991	1992	1993
1) Courses	0	0	0	1	2	4	4
2) Staff involved in promoting subject integration	0	0	0	.25	.50	1.0	1.0
3) Computer integration	0	1	2	2	5	6	6
4) Non traditional role campaigns	0	0	0	0	3	4	5
5) Awareness (# hrs)	60	71	127	187	305	488	518



### Regression Analyses

Stepwise multiple regression analyses were completed for each of the eleven Transition Years' areas of focus to determine the best predictors for improved retention.

Career Education. For Career Education, the regression analysis revealed that "individual guidance meetings" was the best predictor of retention -  $R^2 = .57$ ,  $p < .05$ .

Community Involvement. For Community Involvement, the regression analysis revealed that the "number of PTA feeder school presentations" was the best predictor of retention -  $R^2 = .70$ ,  $p < .05$ . None of the other ten variables added to the analysis.

Core Curriculum. For Core Curriculum, the regression analysis revealed that none of the six variables was significant predictors of retention at the .05 level.

Facilitating Transitions. For Facilitating Transitions, the regression analysis revealed that none of the five variables was significant predictors of retention at the .05 level.

Gender Equity. For Gender Equity, the regression analysis revealed that "the percentage of female principals" was the best predictor of retention -  $R^2 = .60$ ,  $p < .05$ . On the second step of the analysis, "the percentage of female elementary Grade 7 & 8 teachers" was seen to add to the regression coefficient -  $R^2 = .87$ ,  $p < .05$ . None of the other seven variables added to the analysis.

Guidance and Special Education. For Guidance and Special

Education, the regression analysis revealed that "the number of students involved in school based teams and Prescriptive Educational Plans" was the best predictor of retention -  $R^2 = .71$ ,  $p < .05$ . None of the other four variables added to the analysis.

Innovative In-Service. For Innovative In-Service, the regression analysis revealed that none of the ten variables were significant predictors of retention at the .05 level.

Remediation and Enrichment. For Remediation and Enrichment, the regression analysis revealed that "the number of students services staff" was the best predictor of retention -  $R^2 = .60$ ,  $p < .05$ . None of the other four variables added to the analysis.

School Organization. For School Organization, the regression analysis revealed that "the number of courses" was the best predictor of retention -  $R^2 = .73$ ,  $p < .05$ . None of the other ten variables added to the analysis.

Student Assessment. For Student Assessment, the regression analysis revealed that "the number of student assessments used" was the best predictor of retention -  $R^2 = .78$ ,  $p < .05$ . None of the other four variables added to the analysis.

Technological Studies. For Technological Studies, the regression analysis revealed that "the number of courses involved in computer integration" was the best predictor of retention -  $R^2 = .67$ ,  $p < .05$ . None of the other four variables added to the

analysis.

#### Correlational Analyses

To examine the target variables more closely, a correlational analysis was conducted for each of the eleven Transition Years' Areas of Focus. Pearson Product-Moment correlations were computed for each activity in each area of focus to determine the strength of relationship with retention.

Career Education. The correlation coefficients for retention and the five activities measured in Career Education are reported in Table 14. As may be seen in Table 14, the number of individual guidance meetings with all students and the number of hours of special presentations correlated with retention.

Community Involvement. The correlation coefficients for retention and the eleven activities measured in Community Involvement are reported in Table 15. As may be seen in Table 15, the number of PTA feeder school presentations and the number of letters from members of the administrative personnel of the system to all parents correlated with retention.

Table 14

The correlation coefficients for the 5 variables measured in Career Education are listed below.

CE	Career Education Activities	r	p
CE1	# of individual guidance meetings with all students	.75*	.050
CE2	# of guidance personnel	.71	.076
CE3	# of hrs of special presentations	.75*	.054
CE4	# of students in cooperative education opportunities	.52	.228
CE5	# of hrs of in class presentations by home room teachers	.64	.122

\* p < .05

Table 15

The correlation coefficients for the 11 variables measured in Community Involvement are listed below.

CI	Community Involvement	r	p
CI1	# of hrs of P.D.I.R.C. meetings	.64	.124
CI2	# of feeder school PTA meetings	.64	.122
CI3	# of hrs of Dover Township & KCRCSS Project meetings	.65	.113
CI4	# of letters of support by parents	.21	.653
CI5	# of letters of support by students	.21	.653
CI6	# of school involvement in community presentations	.63	.126
CI7	# of Francofierté newspaper editions	.60	.159
CI8	# of PTA feeder school presentations	.83*	.020
CI9	# of students enrolled in adult education	.55	.197
CI10	# of letters from System Administrative Personnel to all parents	.77*	.042
CI11	# of hrs of community involvement in school presentations	.66	.106

\* p < .05

Core curriculum. The correlation coefficients for retention and the six activities measured in Core Curriculum are reported in Table 16. As may be seen in Table 16, none of these six activities correlated with retention.

Facilitating Transitions. The correlation coefficients for retention and the five activities measured in Facilitating Transitions are reported in Table 17. As may be seen in Table 17, none of these five activities correlated with retention.

Gender Equity. The correlation coefficients for retention and the eight activities measured in Gender Equity are reported in Table 18. As may be seen in Table 18, only the percentage of female Grades seven and eight teachers and the percentage of female elementary principals correlated with retention. The correlational analysis was not possible for the percentage of female secondary principals.

Guidance and Special Education. The correlation coefficients for retention and the five activities measured in Guidance and Special Education are reported in Table 19. As may be seen in Table 19, the number of student services personnel, the number of hours of social worker presentations, the number of hours of Student Guidance Information Systems' presentations to Grades seven and eight students and the number of students involved in school based teams and Prescriptive Educational Plans correlated with retention.

Table 16

The correlation coefficients for the 6 variables measured in Core Curriculum are listed below.

CC	Core Curriculum	r	p
CC1	# of curriculum resource teachers	.71	.076
CC2	# of Principals	.64	.122
CC3	# of Vice-Principals	.54	.213
CC4	# of destreamed students	.67	.102
CC5	# of courses destreamed	.63	.133
CC6	# of field trips	.69	.089

\* p < .05

Table 17

The correlation coefficients for the 5 variables measured in Facilitating Transitions are listed below.

FT	Facilitating Transitions	r	p
FT1	# of 7 & 8 students visits to the secondary school	.65	.111
FT2	# of hrs of 7 & 8 & 9 workshops	.64	.122
FT3	# of mentor OAC students working with at risk students	.52	.235
FT4	# of in class presentations for Grade 6 to 9 students	.64	.122
FT5	# of teachers shared between the elementary and the secondary panel	.64	.122

\* p < .05



Table 18

The correlation coefficients for the 9 variables measured in Gender Equity are listed below.

GE	Gender Equity	r	p
GE1	Percentage of females Elementary Grade 7 & 8 Teachers	.76*	.050
GE2	Percentage of female principals	.77*	.042
GE3	Percentage of female secondary teachers	.45	.315
GE4	Percentage of female secondary principals	---	---
GE5	# of students in leadership camps (50/50 split male/female)	.73	.065
GE6	# of girls in technology summer camp	.54	.213
GE7	# of non traditional role campaigns	.66	.104
GE8	# of female Math/Science teachers	.64	.125
GE9	# of hrs of discussion about Equity	.73	.062

\* p < .05

Table 19

The correlation coefficients for the 5 variables measured in Guidance and Special Education are listed below.

SE	Guidance and Special Education	r	p
SE1	# of students services personnel	.79*	.036
SE2	# of hrs of special presentations by social worker	.71	.073
SE3	# of S.G.I.S. presentations to 7 & 8 students	.77*	.042
SE4	# of support staff linking the elementary and the secondary panels	.73	.063
SE5	# of students involved in school based teams and PEP's	.85*	.017

\* p < .05

Innovative In-Service. The correlation coefficients for retention and the ten activities measured in Innovative In-Service are reported in Table 20. As may be seen in Table 20, none of these ten activities correlated with retention.

Remediation and Enrichment. The correlation coefficients for retention and the five activities measured in Remediation and Enrichment are reported in Table 21. As may be seen in Table 21, only the number of student services staff and the number of students in integrated enrichment and/or resource programs correlated with retention.

School Organization. The correlation coefficients for retention and the eleven activities measured in School Organization are reported in Table 22. As may be seen in Table 22, only the school population, the number of secondary school courses and the number of student services personnel correlated with retention.

Student Assessment. The correlation coefficients for retention and the five activities measured in Student Assessment are reported in Table 23. As may be seen in Table 23, only the number of student assessments used correlated with retention.

Technological Studies. The correlation coefficients for retention and the five activities measured in Technological Studies are reported in Table 24. As may be seen in Table 24, only the number of courses involved in computer integration and the number of hours of discussion about Technological Studies

Table 20

The correlation coefficients for the 10 variables measured in Innovative in-service are listed below.

II	Innovative In-Service	r	p
II1	# of on-site resource staff	.68	.097
	# of hrs of special in-service meetings with		
II2	Assistant to the Director of Education	.73	.065
II3	Science & Mathematics Coordinator (MOE)	.39	.387
II4	Français Coordinator (MOE)	.45	.308
II5	Geography & History Coordinator (MOE)	.47	.293
II6	Learning Styles Resource Person	.25	.582
II7	French Language Cultural Activity	.64	.125
	Resource Person		
II8	# of hrs of workshops with the Ministry	.32	.480
II9	# of hrs of writing team and review team	.71	.075
	meetings		
II10	# of outside the school visits and	.57	.182
	conferences		

\* p < .05

Table 21

The correlation coefficients for the 5 variables measured in Remediation and Enrichment are listed below.

RE	Remediation and Enrichment	r	p
RE1	# of students services staff	.77*	.042
RE2	# of students in after school student assistance center	.67	.099
RE3	# of students in integrated enrichment and/or resource programs	.76*	.049
RE4	# of hrs of Start programs	.32	.479
RE5	# of student tutorial programs	.68	.093

\* p < .05

Table 22

The correlation coefficients for the 11 variables measured in School Organization are listed below.

SO	School Organization	r	p
SO1	School population	.79*	.033
SO2	# of secondary school courses	.86*	.014
SO3	# of feeder school 7 & 8 visits	.65	.111
SO4	# of hrs of 7 & 8 & 9 student workshops	.64	.122
SO5	# of in class presentations to Grades 6 to 9	.64	.122
SO6	# of student services personnel	.77*	.042
SO7	# of staff linking the elementary and the secondary panels	.66	.104
SO8	# of hrs of professional development for 7 & 8 & 9 staff	.55	.204
SO9	# of hrs of house monthly meetings	.65	.111
SO10	# of hrs of special presentations and social workshops	.58	.169
SO11	# of field trips	.69	.089

\* p < .05

Table 23

The correlation coefficients for the 5 variables measured in Student Assessment are listed below.

SA	Student Assessment	r	p
SA1	# of hrs of in service evaluation	.63	.126
SA2	# of elementary and secondary teacher exchanges Formative compared to summative evaluation in reporting: (%)	.64	.122
SA3	1) percentage of elementary	.64	.122
SA4	2) percentage of secondary	.60	.154
SA5	# student assessments used	.88*	.008

\* p < .05

Table 24

The correlation coefficients for the 5 variables measured in Technological Studies are listed below.

TS	Technological Studies:	r	p
TS1	# of courses	.71	.076
TS2	# of staff involved in promoting subject integration	.63	.127
TS3	# of courses involved in computer integration	.82*	.025
TS4	# of non traditional role campaigns	.66	.104
TS5	# of hrs of discussion about Technological Studies	.76*	.048

\* p < .05



correlated with retention.

Significant results were found in eight of the eleven areas of study at the .05 percent level. Twenty-two percent of the seventy-seven activities listed in the eleven areas of focus showed significant results at the .05 level.

Clearly, there is a relationship between specific aspects of the implementation of the Transition Years' Pilot Project in the French Section of the KCRCSS Board and the retention rate of its Francophone students.

## CHAPTER IV DISCUSSION

The findings of this study support the claim that there is a relationship between the implementation of the Transition Years' Pilot Project in the French Section of the KCRCSS Board and the retention rate of the Francophone students.

The implementation action plans which were developed and initiated in the Transition Years' eleven areas of focus have not only proven to be significant individually but also, as a collective model, the seventy-seven areas of treatment provided statistically significant results at the .05 level for 17 of the 77 variables examined. On the one hand, these results support the selection of some of the various areas of focus as key components of the Transition Years' philosophy advanced by the Ministry of Education in the Province of Ontario as a possible means to increase retention. On the other hand, the fact that a substantial number of these activities show no relationship with retention argues for caution in interpreting these findings.

Unlike the Francophones of Northern and Eastern Ontario who, for the most part, live in well-established, better defined and more populated areas, the Francophones of Southern Ontario are fewer in number and much more scattered and isolated. Recent data from Statistics Canada show that Francophones in Kent

County comprise about 2.4% of the total population. This brings about the unfortunate reality of accelerated and increased assimilation of the minority language group. In 1981, Statistics Canada also reported that our local assimilation rate was approaching 57% and 1991 data increased this rate to 66%. This means that two out of three Francophones in this area of the province may have their maternal language replaced by a second language over the course of their lifetime, as compared to approximately one out of four or 25% in the Northern and Eastern parts of Ontario. These statistics indicate that the preservation of the maternal language remains a constant challenge for the minority language group. One of the key institutions in these minority settings which can serve as a survival force is clearly the school which, according to Gérin Lajoie (in press), not only transmits knowledge and allows students to socialize but becomes almost a survival centre for the minority language group. The school allows students and the community as a whole to maintain their cultural and linguistic identity by offering a broad scope of activities.

Gérin Lajoie (in press) goes on to say that the Franco-Ontarian School setting is, in many cases, the only place where some children and students experience language and cultural activities in the minority tongue. Even though minority language education alone does not eliminate the effects of assimilation, it

does constitute an essential component for the survival of the minority group. It is noteworthy that many Francophones who attend French as a First Language elementary schools select English as a First Language secondary school when they enrol in secondary school programs. These facts further reinforce the importance of the Transition Years' Pilot Project of the French Section of the KCRCSS Board as they allowed this small section to deal in a positive manner with the ever present reality of assimilation by continuously increasing the Francophone students' retention rate from 1990 to 1992. These results may make it possible to meet the needs of adolescent learners and provide a successful and meaningful vehicle for change. In September 1992, the number of Grade eight students from the three elementary feeder schools reached the 90% retention rate, thus suggesting that sound implementation strategies, a shared vision and the involvement of all educational stakeholders can bring about significant results.

Rutter and his colleagues (1979) and Lipsitz (1984) found that schools that have a choice in creating their own action plans, like the ones studied in this research project, will succeed only when all educational stakeholders can define what the school stands for, when there is little disagreement within the school and little discrepancy between what the school personnel say they are doing and what they actually do. The list of activities in all eleven areas of focus which was identified to serve as Action Plan for the

Transition Years' Pilot Project involved all educational stakeholders.

Sierer (1989) states that increased opportunities for social interaction may aid in alleviating some of the fears regarding peer pressure, lack of confidence and friends which are so prevalent among adolescents today. Various components of the pilot project of the KCRCSS Board were designed to increase social interaction. Significant relationships were found in a variety of areas of focus dealing with interaction among peers such as the number of students in integrated enrichment and/or resource programs (RE3:p.62), the number of student assessments used (SA5:p.64) and the number of hours of special presentations (CE3:p.53). Other activities which targeted interaction among peers such as field trips (CC6:p.56), destreamed number of students (CC4:p.56), student workshops (FT2:p.57), student mentoring (FT3:p.57) and feeder school visits (S03:p.63) were not significant. This latter group may not have been significant due to the way in which some of the data were gathered and presented. The field trips activity notes the number of trips rather than the number of hours spent either preparing, going on the field trip or discussing the trip afterwards. Reflection and discussion with all the educational stakeholders could also allow for positive change to take place. This review could make a non significant activity in this current research a significant activity in the future by perfecting its delivery to our adolescent community.

This interactive learning environment is consistent with Cummin's (1984, 1987) claim that in a minority setting the "transmission" model of teaching must make way to a more "interactive and experiential" mode of teaching. The positive results of the pilot project of the KCRCSS Board support this claim. The number of individual guidance meetings (CE1:p.53), the number of hours of special presentations (CE3:p.53), the number of students involved in school based teams and PEPs (SE5:p.59), the number of students in integrated enrichment and/or resource programs (RE3:p.62), the variety of student assessments used (SA5:p.64) and the number of courses involved in computer integration (TS3:p.65) are all activities which promote a more "interactive and experiential" mode of teaching. These activities produced significant results but moreover, they transformed the learning environment to reflect Cummin's (1984, 1987) claim that a more "interactive and experiential" mode of teaching is needed. Glasser (1985) states that this interactive classroom and school environment leads to empowering students to take charge of their own learning and brings each student to develop and believe in his/her true identity and potential.

The significant relationships in the area of Community Involvement (CI8:p.54 - number of Parent-Teacher Association feeder school presentations and CI10:p.54 - the number of letters from the System Administrative Personnel) support Fishman's

(1990) claim that, for the survival of a language and a culture, it is critical that there be very healthy and supportive community involvement and networking.

Fullan (1991) points out that certain factors are critical to any change process. He says that there must be a need, clarity, complexity, quality and also a practical side to any successful change project. This research project originates out of a need for the survival of a whole community and culture: its action plan is both clear and complex and reflects the quality of the endeavour; its practicality can be measured by the strong support and participation it received from all the educational stakeholders who were involved. Fullan goes on to present certain keys for success in the change process. Any change process must project a vision of the future, a flexible action plan that is both responsive and reflective, an empowerment component that puts initiative and control at the local level, and a clearly defined professional development plan. The present research study provides evidence that the implementation of the eleven areas of focus of the Transition Years' Pilot Project has an effect on the retention rate of the adolescents of the KCRCCS Board's French Section. This would appear to align with Fullan's claim. The vision was to have a positive effect on retention; it was developed to be as flexible as possible; it empowered all educational stakeholders; and it had a clearly defined professional development plan for each of the eleven

areas of focus.

Core Curriculum (CC:p.56), Facilitating Transitions (FT:p.57) and Innovative In-Service (II:p.61) were three areas of focus where no significant relationships were found. While this is possibly a result of the small population base and sample size, it is nonetheless important to note the lack of significant effects in these areas, particularly Facilitating Transitions.

Since Facilitating Transitions was a key concern in this study, it is somewhat troubling that no relationship was evident. It may be the case that other practices such as Career Education (CE:p.53), Community Involvement (CI:p.54), Guidance and Special Education (SE:p.59), and School Organization (SO:p.63) are more important than Facilitating Transitions at this stage of the pilot study. Perhaps the notion of Facilitating Transitions needs to be reconceptualized to include more activities with more precise operationalized definitions. It is also possible that data which were collected such as the number of Grades seven and eight visits to the secondary school (FT1:p.57) should have been presented as the number of hours spent by Grades seven and eight students in secondary schools. Some of the other activities such as the number of hours of Grades seven, eight and nine workshops (FT2:p.57), and the number of teachers shared between the elementary and secondary panels (FT5:p.57), although not found to be significant in this study, were found to be significant in



research carried out by Hargreaves and Earl (1990).

Core Curriculum (CC:p.56) and Innovative In-Service (II:p.61) were the other two areas of focus where no significant results were evident. While these results are somewhat surprising, it is easier to understand that more time and different means of collecting and presenting the data are necessary before impacting significantly on retention. These areas are also, at least initially, teacher-centered rather than student-centered. This is not surprising, considering Fullan's (1991) findings that an effective change process needs time and consistency of purpose by all key participants and stakeholders before a true measure of success can be identified and measured accurately. The change process could still be centered on the teacher at this point in the study therefore making it very difficult to have an impact on student retention. In order to achieve significant results, more time may be required. It is also possible that the action plan for the areas of Core Curriculum and Innovative In-Service may have to be revisited and redesigned.

The number of curriculum resource teachers (CC1:p.56), the number of Vice-Principals (CC3:p.56), the number of Grades seven and eight visits to the secondary school (FT1:p.57), the number of on-site resource staff (II1:p.61) and the number of hours of special in-service meetings with the Science and Mathematics Coordinator (from the Ministry of Education) (II3:p.61) did not show significant

relationships. It is reasonable to think that the number of resource teachers and Vice-Principals would not directly affect retention. Also it is reasonable to think that in-service meetings could be irrelevant. But why the number of visits to the secondary school was not significant is puzzling. One would expect that such visits would serve to draw students. Again, the small sample size may be somewhat limiting. Or perhaps, far more visits would be necessary to obtain the desired effect. Or indeed, maybe the visits actually served to discourage some students from attending a French as a First Language secondary school. Future research efforts could examine these questions more closely by obtaining additional information from students, via questionnaires, following school visits. However, these activities (CC1, CC3, FT1, II1 and II3) ensured that additional qualified personnel were consulted and involved in this Transition Years' Pilot Project in order to effect change which was grounded in sound professional practice and current MOE expectations. Although these activities did not prove to be significant, they are nonetheless worthwhile endeavours which may enhance the educational experience for the students.

Lipsitz (1984) states that it is imperative that schools continue to adapt school practices to meet the real needs of most learners. The schools' willingness and ability to continually search for sound learning practices will lead to a better learning environment. They must constantly review current school

practices in order to better respond to student needs. This process involves continuously taking risks and examining current research in order to enhance the students' learning environment.

Hargreaves (1986) favours the creation of a Transition Years' culture which broadens the scope of change by developing strong partnerships between secondary and elementary schools. Although the Planning, Development, Implementation and Review Committee (CI1:p.54), the teacher sharing between elementary and secondary panels (FT5:p.57), the support staff linking elementary (SE4:p.59) and secondary, the feeder school visits (SO3:p.63), as well as the elementary and secondary school teacher exchange (SA2:p.64) ensured that this partnership between elementary and secondary panels was a major focal point throughout the research project, they did not prove to create significant results. These activities remain, however, indicative of a strong working relationship between secondary and elementary schools.

#### Limitations of Present Study

The research study presented the findings of the Transition Years' Pilot Project of the French Section of the KCRCSS Board. It represents a small sample of the population since the study was restricted to a very small geographical location. The small number of teachers, principals and support staff who took part in the project limited the professional expertise that could be tapped; it

also limited the available human resources to assist in the planning and implementation of the initiative.

The length of the research project may have had some effect on its outcome. Over a seven-year span, there were many personnel changes and considerable growth in the student population which may have had some impact on the results. Personalities coming in or leaving at any time during this study could have added to or taken away from the study.

The large number of methods or activities which were measured throughout the seven years of this research were also of some concern. Since some of the data gathering methods involved post hoc research techniques, these raise legitimate concerns about the data in several of the independent variables.

Another factor affecting the design of this research project was the lack of existing Transition Years' models that the researcher could study during the planning and implementation periods of the project.

Other extraneous variables may have had some limiting influence on this design, such as negative press releases and the construction and opening of a state-of-the-art English language Catholic secondary school for example. However, these are viewed as immeasurable for the purpose of this study. They may have had some impact on the final outcome of the research.

### Suggestions for Further Research

Questions about the Transition Years' initiative and the transescent learner must still be answered. This suggests that further research in this area is essential. Since all aspects of this new area of study seem to be in their initial stages of development, many educators and parents are anxiously awaiting further proof and guidance regarding which approaches and changes are best suited to this group of learners.

One area of this study that would lead to a most interesting research project would be an in-depth analysis of the eleven areas of focus - rank ordering them from most important to least important and measuring their impact on retention.

In this study, seventy-seven treatments or activities were implemented and measured. It could also be of some interest to determine which ones were most useful and which ones could have been changed or modified in order to achieve better results on retention. This research could lead to the development of a wider variety of treatments or activities to be considered and implemented.

The present study would suggest that the implementation of the Transition Years' Pilot Project in the KCRCSS Board's French Section had a qualified impact on the retention rate of the Francophone students. During the research, the researcher found some interesting similarities between retention and the number of

drop-outs. A future research project could analyze the similarities and differences between students who choose French as a First Language secondary schools as opposed to those who opt for English as a First Language secondary schools.

### Conclusion

Elkind (1988) stated that true educational reform will only come about when we make our education appropriate to children's individual growth rates and levels of mental development. The pilot project of the French Section of the KCRCSS Board attempted to achieve this ideal of educational reform and, in spite of limitations, the feasibility and the significance of the study are most promising.

The results of this study indicate that there is a relationship between the implementation of the Transition Years' Pilot Project in the French Section of the KCRCSS Board and the retention rate of the Francophone students. Not only can steps be taken by schools to improve retention rates in a minority setting but, moreover, by studying the latest research on transescent learners and their needs and risking to make the necessary changes in the way we are educating this group of learners in Ontario, significant strides could be made to get the education of the transescent "right", as stated by Oppenheimer (1990).

If schools, teachers, students and communities come together and design specific implementation strategies centered

around the needs of transescents rather than continue to function on the basis of traditional opinion, administrative convenience or crisis intervention, the MOE's Transition Years initiative in the province of Ontario could prove to be a success and truly make a difference for all adolescent learners in this province. As Barker (1970) states "Vision without action is merely a dream and action without vision merely passes the time but vision with action can change the world".

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## APPENDIX A

### CHARACTERISTICS OF TRANSESCENTS

#### Physical development

Early adolescence is characterized by two psycho-physical development phases: latency and puberty. Latency, a period of stable, consistent growth precedes and contrasts with puberty, a period of fast-paced, exuberant growth. The early adolescent student will emerge from this period with:

- longer arms and legs - with attendant awkwardness
- increased weight
- increased strength - wrists, ankles, ribs, shoulders, pelvis bones increase in density
- increased heart size and lung capacity
- changes in facial features - longer, more conspicuous nose, angular, more prominent jaw
- beginning of sexual maturity -
  - girls 11 to 13 years:
    - increase in fatty tissue
    - appearance of body hair
    - expanded pelvis
    - developed breasts
    - onset of menstruation
  - boys 12 to 14 years:
    - appearance of body and facial hair
    - deepening voice
    - increased musculature
    - broader shoulders and chest cavity

Fluctuations in basal metabolism may cause students to be extremely restless at times and listless at others. Glandular imbalances occur resulting in acne, allergies, dental and eye defects. Boys and girls tend to tire easily but often won't admit it. Pre-adolescents show ravenous appetites and peculiar tastes; they may overtax their digestive systems with large quantities of improper foods.

#### Social/emotional development

Perhaps more than at any other period in life, the social and emotional spheres dominate transescent development. Early adolescents exhibit a wide range of emotions, often volatile but lacking in the intensity which will characterize late adolescence. Peer relationships are inordinately important.

- their concerns are immediate; they live in the present
- they fear rejection during this highly vulnerable period
- in a secure environment, they will take some risks
- a structured, predictable life is preferred

## Appendix A

- transescents need consistent relationships; to be part of a cohesive social group
- young adolescents suffer identity crises
- many adolescents come from broken homes and rely on school to provide emotional support and continuity lacking in their homes
- young adolescents are frequently in conflict with their environment
- mood swings are common; they are impulsive
- their dependence on family is decreasing as they become increasingly independent in making decisions, choosing friends, selecting moral viewpoints, etc.; experimentation increases
- despite a trend toward heterosexual interests, same-sex affiliation tends to dominate
- their conscience is more pragmatic than ideal
- socially they tend to be pre-moral and can judge peers harshly and vindictively, especially those outside their group
- young adolescent morality is based on what they have absorbed from the society around them rather than from their own thoughts
- they tend toward ethnocentrism and nationalism; they easily adopt platitudes and pledges
- their sense of social identity rests with authority figures rather than a concept of justice; they are easily corruptible

### Intellectual development

Early adolescents are most notable for their diverse interests, inconsistencies and varying degrees of ability. Their thinking is qualitatively different from either young children or adults. It is marked by their

- intense curiosity
- preference to work with peers during learning activities
- emerging ability to develop abstract thought, to think in symbolic terms
- emerging ability to make judgments
- emerging ability to hypothesize
- emerging ability to engage in scientific and philosophic discussion
- emerging ability to understand the past
- emerging ability to plan realistically for the future
- emerging ability to look at and combine reactions in a situation in order to make a decision
- increasing interest in social issues
- and the onset of formal operations signalled by good language skills in specific areas.

Federation of Women Teachers' Associations of Ontario, (1983) Response to Ontario Schools Intermediate and Senior Divisions (Grades 7-12/OAC's) Program and Diploma Requirements, (Toronto: FWTAO). Cited in Oppenheimer, J. (1990). Getting it right: meeting the needs of the early adolescent learner. Federation of Women Teachers' Associations of Ontario, p. 23-24.



## APPENDIX B

### Statistics regarding risk factors for transescents in Ontario and Canada

In Canada, children make up the largest group of poor people in the country. In 1986 over one million children were growing up in poverty. This figure represents an increase of 13.4% since 1980. The risk of poverty for a child in a single-parent family headed by a woman is five times greater than for a child in a two-parent family. Almost 62% of the children of female single parents are growing up in poverty, compared with 12.2% of the children of two-parent families. In Ontario, the richest province, over 13% of children under 16 live in poverty.

There were 35,094 persons under the age of 18 charged in Youth Courts in Canada in 1988/89, excluding Ontario. During the same year, there were 49,201 youths charged in Ontario courts; this represents slightly over 5% of the adolescent population of the province. Since 1985, there has been a 21.3% increase in the number of youths charged in Ontario compared with an 8.6% increase in the rest of Canada. Of youths charged in Ontario, almost half were between 12 and 15 years old and 79% of those were males.

While overall alcohol and drug use has declined among Canadian students in the past decade, in Ontario in 1987 alcohol use was 43.1% among students 13 years and under and 63.8% for students between 14 and 15 years; 43.5% of grade 7 and 64.7% of grade 9 students use alcohol in Ontario. The use of cannabis by students in Ontario, the most frequently reported drug used among students in Canada, in 1987 was 3.3% of those 13 years and under and 11.9% for those between 14 and 15 years old. For the same year, 3.8% of grade 7 students surveyed used cannabis and 12.1% of grade 9 students did. Eight per cent of Canadian grade 7 students smoke cigarettes and the percentage of smokers increases with age.

In a Canada-wide study, at least 12% of males and 8% of females in grade 7 reported that they had had sexual intercourse. By grade 9, the figures rose to 31% of male respondents and 21% of females. In 1986, there were 971 live births to females under 16 years in Canada and 392 abortions for females under 15. In Ontario, there were 257 live births to females under 15 years and 123 abortions.

The 1987 suicide rate for 10- to 14-year-olds in Canada was 1.7, the highest it has ever been except in 1981 when it was 1.8. The Ontario suicide rate for 10 - to 14-year-olds in 1987 was 1.3 for both genders; it was 2.2 for males. In a 1986 survey it was discovered that one of every five children in Ontario required mental health care and only one of six of those were receiving care.

## Appendix B

In 1986, 600 cases of child abuse for 9- to 12-year-olds and 703 cases for 13- to 16-year-olds were reported to the Ontario abuse registry. In 1988, there were 40,373 runaway incidents reported in Canada. A 1989 survey found that "62% of reported incidents of runaways are children aged 13 - 15 years old."

Typically, school suspension rates are highest for 14-year-old males in grade 9. Approximately one-third of the students who complete grade 8 in Ontario drop out of school before finishing a secondary diploma. One Ontario survey reported 78% of students taking basic level courses and 62% of students taking general level courses drop out. Thirty per cent of Canadian youth do not graduate from high school and the rate is rising. Dropouts, as well as having lower life-time earnings than graduates and greater dependence on unemployment insurance, report higher usage of cigarettes, alcohol, and drugs and are more active sexually.

Alan King et al., (1989) *Canada Youth & AIDS Study*, (Kingston, Ontario: Queen's University), p. 28.

## APPENDIX C

### Ten Major Characteristics of Intermediate Education

- (a) programs and practices custom-designed and attuned to the growth and developmental characteristics of the preadolescent, with emphasis on the learner;
- (b) a curriculum that is intellectually stimulating, has a variety of options and exploratory experiences, and builds upon elementary learning rather than imitating the high school course of studies;
- (c) a school organizational pattern that incorporates both the security of self-contained classrooms and has the benefits of interaction with a variety of teachers;
- (d) health and physical education programs that emphasize physical fitness, personal hygiene, and lifetime sports as opposed to the competitive team sports of the high school;
- (e) curricular experiences for all students that involve career exploration and interrelated academic areas with career options;
- (f) teachers, administrators, guidance staff, and related school personnel specifically trained to work with preadolescents and cognizant of their developmental characteristics and needs;
- (g) assistance to students in developing a good self-concept and in assessing social behaviour and interaction with peers;
- (h) an evaluation program that places primary emphasis on student progress in relation to their own ability and secondary emphasis on assessment in terms of group norms;
- (i) buildings and material resources that are adaptable to the needs of the preadolescent and;
- (j) school and community programs that provide for successful citizen involvement in and support of school activities.

Sale, L. (1979). *Introduction to Middle School Teaching*. (Columbus, Ohio: Charles Merrill). Cited in Oppenheimer, J. (1990). *Getting it right: meeting the needs of the early adolescent learner*. Federation of Women Teachers' Associations of Ontario, p.12.

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 THE KENT COUNTY ROMAN CATHOLIC SEPARATE SCHOOL BOARD (FLS)
 

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CONTACT PERSON FOR THE SCHOOL BOARD	SCHOOLS
Paul H. Bélanger Kent County R.C.S.S. Board 535 Baldoon Rd. P.O. Box 2003 Chatham, Ontario N7M 5L9 Telephone: (519) 354-5170 Fax: (519) 354-0662	Janine Griffore École secondaire de Pain Court Telephone: (519) 352-1614 Joanne Griffore École Ste-Marie Telephone: (519) 354-1225 Gérald Alexandre École St-Philippe Telephone: (519) 352-9579 Denise Couture-Bell École St-Joseph Telephone: (519) 682-3243

### MAIN AREAS OF CONCENTRATION

#### *Direction and Special Education*

Give the children access to services which will allow them to know and understand themselves better in order to develop interpersonal skills. The social worker as well as the Guidance team and the Student Services team will offer Guidance courses and activities to the students from Grade 6 to OACs, emphasizing the importance of organizational skills in attaining success, making good career choices, knowing one's strengths, talents and limitations.

#### *Remedial and enrichment courses*

The purpose of such courses is to allow reintegration of students while taking into account individual needs. Resource teachers will be available to help the staff and the students through discussions on programs and new methods available to meet the individual needs of each student.

#### *School organization*

The student will follow courses with secondary school teachers in order to be better prepared for his/her entry into high school. The students will be divided into a system of "houses". Each house will be made up of students from Grades 9, 10, 11 and 12 as well as OACs. A mentor system will be initiated. The Physical Education, Drama and Music teachers at the secondary level will be teaching these courses to the students of Grades 7 and 8, at the elementary level.

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*Career counselling*

Through individual meetings with the Guidance staff, the students will be given information about a wide variety of career choices. There will also be get-togethers with the representatives of different colleges and universities, "S.I.O.S." (Computerized School Guidance Service) as well as a "Career Day".

*Community involvement*

The purpose of the P.D.I.R.C. is to ensure community involvement through bi-monthly meetings with the various community groups and associations. On several occasions, the community will be invited to the school in order to become better informed about the programs and offer suggestions regarding teaching and secondary school activities: newsletters to the parents, parent information nights, meetings of the school Liaison Committee (parents - teachers - students), parent involvement in the preparation and organization of activities, open house during Education Week and the Francophone Festival.

*In-service training*

The coordinator will be responsible for ensuring that the staff members involved in the Transition Years Project receive in-service training. The teachers at the two levels will have a flexible timetable allowing them to meet with the curriculum resource teacher and/or the specialist in the areas of teaching and evaluation strategies, or cultural and pastoral animation. This flexibility will allow the teachers to share their concerns and find solutions to problems encountered in the classroom.

*Core curriculum*

The English, French and Religious Education core program will be taught at the Grade 9 level. We are presently setting up a course of study. Monthly meetings will be held between the project coordinator and the students, the parents, the teachers and the P.D.I.R.C. in order to develop, review and plan every aspect of the project entitled "Promo-adolescents et adolescents francophones".

*Evaluation and reporting methods*

Methods of evaluating student performance will be implemented according to criteria set out in EOCIS (pages 33 - 34) and OAIP (French and English). There will be presentations on group work as well as various methods of evaluation which are appropriate for this type of approach.

*Transition*

The members of the Transition Years team (principals, cultural animator, pastoral animator, social worker, Music teacher, Physical Education teacher, Drama teacher, Computer Technology teacher, resource teachers and the project coordinator) must establish relations with all the students of the different groups (from Grades 6 to 10).

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APPENDIX E

PILOT PROJECT  
PROPOSAL  
INNOVATIVE PROGRAM FOR THE TRANSITION YEARS  
(GRADES 7, 8 AND 9)

APPLICATION FORM

1. School Board: Keut County Roman Catholic Separate School Board  
Address: 535 Baldoon Road, P.O. Box 2003  
Chatham, Ontario  
N7M 5L9  
Telephone: (519) 354-5170
2. Contact Person: Paul H. Bélanger  
Title or Position: Assistant to the Director of Education  
Address: 535 Baldoon Road, P.O. Box 2003  
Chatham, Ontario  
N7M 5L9  
Telephone: (519) 354-5170
3. Approval of proposal:

\_\_\_\_\_  
Director of Education

\_\_\_\_\_  
Contact Person

Date: \_\_\_\_\_

Please forward all documentation before March 30, 1990.  
3 copies to the Curriculum Office  
1 copy to the Regional Office

## ÉCOLE SECONDAIRE DE PAIN COURT

### PREAMBLE

1989-90

There are 100 students presently enrolled at l'École secondaire de Pain Court, with 10 teachers offering a range of 48 courses at different levels (A, G or B). Due to the limited enrolment, it becomes necessary for many members of the teaching personnel to offer courses for which they are not specialized in order to fill their schedule. The recruitment of personnel is greatly hindered by the fact that by accepting a position at l'École secondaire de Pain Court, a teacher also accepts to prepare and teach many different courses. Consequently, the options offered to the students are often quite limited. The range of extracurricular activities is also restricted due to the small number of participants, both in the teaching staff and student body. It becomes very demanding to plan a schedule which will meet the interests and the needs of the students. In spite of these restrictions, there is a sense of "family" within the school and the students of l'École secondaire de Pain Court feel that they are important "members" of the school community.

1990-91

The enrolment at l'École secondaire de Pain Court will be made up of 86 students in Grades 10 - OACs and 45 students in Grade 9. We will also include 78 students of l'école Sainte-Catherine, at the Grade 7 and 8 levels. At the Secondary level, we expect an enrolment of 131 students (without the project) and 209 students including the Transition Years and Specialization Years.

\* N.B.

L'école Sainte-Catherine is located across the street from l'École secondaire de Pain Court.

The increase in enrolment (209 students) would allow for a broader range of art classes, technological courses, cooperative education programs, etc. The Grade 7 and 8 students will have access to specialized teachers as well as to more resources. The proposed schedule allows for less preparation and teaching time outside the teachers' particular areas of specialization. Recruiting teachers should therefore be easier and the students will feel less inclined to attend other schools since the teachers will provide a follow-up from Grade 7 to Grade 8 and even from Grade 8 to Grade 9. More services will be offered in the areas of guidance, as well as cultural and pastoral animation. Furthermore, we will still be able to maintain the family spirit which the school presently enjoys.

## 1991-92 - ENROLMENT PROJECTIONS

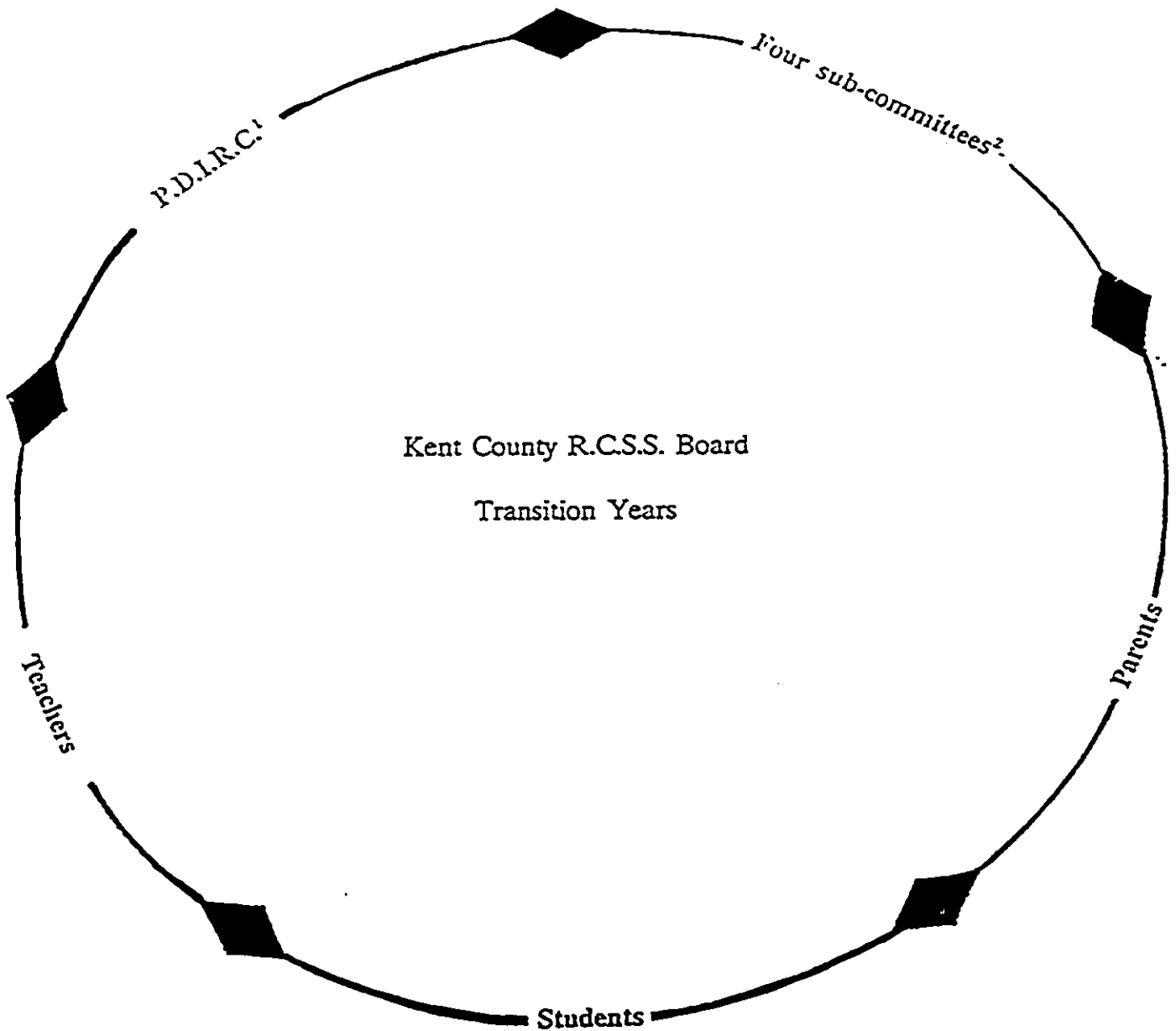
- 121 students - Grade 10 - OACs
- 40 students - Grade 9
- 61 students - Grade 8 to l'École secondaire de Pain Court
- 70 students - Grade 7 to l'école Sainte-Catherine

There will be 161 students at the Secondary Level (without the project) and 292 students in the Transition Years and Specialization Years.

In short, this project would allow for the development of l'École secondaire de Pain Court, with definite enhancement of the services offered to the Francophone students.



PROJECT "PROMO - FRANCOPHONE ADOLESCENTS"



The development and review of our Transition Years Plan will be shared by all the groups included in the Planning, Development and Implementation Circle. This will allow for excellent communication for the on-going development and improvement of the project.

We intend to respect all the ideas and expectations put forth by all participants.

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<sup>1</sup>*Planning, Development, Implementation and Review Committee*

<sup>2</sup>*Four sub-committees - École secondaire de Pain Court, école Sainte-Catherine de Pain Court, école Saint-Joseph de Tilbury, école Saint-Philippe de Grande Pointe*

## REQUIRED INFORMATION

### 4. GENERAL DIRECTION FOR STUDENTS IN TRANSITION YEARS

- Cultural development of students within a Francophone setting through school activities of a social nature, extracurricular activities, innovative courses, innovative teaching strategies, and interaction with the Francophone community. This is made possible through regrouping of the young people, in one central location.<sup>1</sup>
- Sense of belonging through full participation in the academic and extracurricular program.
- Greater self-knowledge through social interaction with peers, as well as the tutor program, creative courses and a variety of experiences resulting from innovative teaching strategies.<sup>2</sup>
- Full development of each student's academic potential by means of varied and appropriate teaching strategies offered by qualified, competent and understanding teachers.<sup>3</sup>
- A tutor program by the Specialization Years students, a teacher mentor program, remedial classes taught by specialized teachers, and guidance services made available by the Guidance Department, in order to curtail the drop-out factor.<sup>4</sup>
- Formative and summative evaluation of the students' progress with emphasis on their total development (cognitive, affective, skills), and motivation to carry on.

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<sup>1</sup> Ministry of Education, *Ontario Schools - Intermediate and Senior Divisions (OSIS)*, 1989, page 4, section 1.4

Ministry of Education, *Français, programme-cadre, cycles intermédiaire et supérieur et cours préuniversitaires de l'Ontario*, 1987, page 31, les buts

<sup>2</sup> Ministry of Education, *OSIS*, 1989, page 4, section 1.5

<sup>3</sup> Ministry of Education, *OSIS*, 1989, page 4, section 1.5

<sup>4</sup> Ministry of Education, *OSIS*, 1989, pages 5 and 6, sections 2.2 and 2.3

5. AIMS AND OBJECTIVES OF THE PROJECT, ACCORDING TO AT LEAST TWO OF THE MAIN POINTS LISTED IN THE CRITERIA

- Allow the students to know themselves and to mature through self-evaluation and evaluation by their peers.
- Minimize isolation through group activities (for all students in Transition Years).
- Reduce isolation and drop-out incidence by assigning each student to a teacher who will act as his/her mentor, thus allowing for the identification of the student's academic and personal problems and providing necessary assistance.<sup>1</sup>
- Offer on-going support to students throughout the Transition Years by providing guidance, counselling and remedial services offered by specially trained personnel in these areas. One teacher will be appointed to offer practical courses at both the Secondary and the Transition school.
- Match up students in Transition Years with older students (ex. Specialization Years) who will act as tutors. Such situations will allow for a smoother transition from Grade 9 to Grade 10.
- Through interaction with the community, allow the students to explore various career opportunities, develop their work skills, become aware of their talents and interests.
- Improve French communication skills by means of social activities (for all students in Transition Years - films, outings, meetings, Science Olympics).
- Promote French culture by bringing the French students of the county together. The number of students must be great enough to warrant extracurricular activities in French, the services of a cultural animator, as well as innovative courses, such as improvisation and debate, to develop oral skills in a minority setting.<sup>2</sup>

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<sup>1</sup> *Ministry of Education, Ontario Schools - Intermediate and Senior Divisions (OSIS), 1989, page 4, section 1.5*

<sup>2</sup> *Ministry of Education, OSIS, 1989, page 12, section 3.2 and page 8, section 2.5*

5. AIMS AND OBJECTIVES OF THE PROJECT, ACCORDING TO AT LEAST TWO OF THE MAIN POINTS LISTED IN THE CRITERIA PAGE 2

- Offer transportation services for extracurricular activities in order to allow the students to join various clubs, orchestras, team sports, etc.<sup>1</sup>
- Encourage student, parent and community involvement in education and in academic and extracurricular programs.<sup>2</sup>
- Allow development of the student through a wide variety of innovative teaching and learning strategies.
- Develop a variety of teaching strategies which are appropriate for teenagers, including new evaluation techniques provided by a specialist in teaching techniques who would work on a one to one basis with the teacher, in the classroom setting. This person would also be responsible for the organization of professional development workshops.

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<sup>1</sup> Ministry of Education, Ontario Schools - Intermediate and Senior Divisions (OSIS), 1989, page 3, section 1.4

<sup>2</sup> Ministry of Education, OSIS, 1989, page 4, section 1.4

6. POLICY FOR GRADUATING FROM GRADE 9 TO GRADE 10 AND REQUIREMENTS TO OBTAIN THE ONTARIO SECONDARY SCHOOL GRADUATION DIPLOMA

Two choices will be available, either the core program (W), or registration in the advanced, general or basic course (A, G or B).

Requirements to obtain the Ontario Secondary School Graduation Diploma

There will be no change in the prerequisites for the OSSD, as this will allow more flexible placement in a regular streamed program (advanced, general or basic) should the student(s), or the parents/guardians not feel at ease in a core program. The transfer would take place following a meeting with the principal of the school.<sup>1</sup>

Policy for graduating from Grade 9 to Grade 10

(a) **Formative Evaluation:**

Education requires supervised learning experiences. The students must learn to work on an individual basis and as part of a group. They must learn the processes of investigation, of analysis, of synthesis and of generalization. They must also learn to follow their intuition from time to time.

This individual assessment, including a detailed description of the student's progress and achievement, is provided in order to allow the parents/guardians to follow the child's development (observation charts).

(b) **Summative Evaluation**

To be held at the end of each unit or stage

- (i) Unit testing - The purpose of this test is to measure the student's achievement in relation to the objectives of the unit.
- (ii) Final exam - to measure the student's achievement in relation to the objectives of the course.

The methods of evaluation must be varied in order to meet the needs of all the students in the learning environment (BIMO kits).

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<sup>1</sup> Ministry of Education, *Ontario Schools - Intermediate and Senior Divisions (OSIS) 1989, page 19, section 4.10*

6. POLICY FOR GRADUATING FROM GRADE 9 TO GRADE 10 AND  
REQUIREMENTS TO OBTAIN THE ONTARIO SECONDARY SCHOOL  
GRADUATION DIPLOMA PAGE 2

The parents/guardians must be kept informed of their child's achievement. The report card and the observation chart meet this purpose. Parent-teacher meetings also play an important role in achieving this goal.<sup>1</sup>

N.B. The formative evaluation must account for the highest percentage as the students must be rated according to their individual skills and play an active role in the objectivation process. This will allow for greater individualization, in the hope of reducing the drop-out factor.

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<sup>1</sup> *Ministry of Education, Ontario Schools - Intermediate and Senior Divisions (OSIS), 1989, page 35, sections 7.1 and 7.2*

7. TWO-YEAR PLAN - DEADLINES TO BE MET AND TASKS TO BE PERFORMED

PROMO - FRANCOPHONE ADOLESCENTS

1990-91

February to September 1990

The new Francophone Superintendent will be responsible for the supervision of the project, beginning May 1, 1990. The Assistant to the Director of Education will be the Coordinator of the project "Promo - Francophone Adolescents" and will be responsible for the development and marketing of the Transition Years program for the Kent County Roman Catholic Separate School Board.

Committee - Transition Years

Setting up a P.D.I.R.C. - i.e. a Committee for the Planning, Development, Implementation and Review of the Transition Years program. All the Intermediate and Secondary schools of our System must be represented on this committee. One member of the French Advisory Board must also be assigned to this Committee. Once the project is approved by the Ministry of Education, four sub-committees will be added to the P.D.I.R.C.

Objectives of the Committee

1. Provide an in-depth study of the various advantages and possible risks of a core program taking into consideration the affective as well as the cognitive needs of an adolescent.
2. Encourage good communication with school authorities, school principals, teachers, students, parents and all members of the local community.
3. Devise a plan for the French schools of Kent County in order to ensure that the students of Grades 7, 8 and 9 will be offered the best possible program, taking into account the French identity and the needs of our small French school community.
4. Implement a program which would include several innovative courses in order to offer our students interesting and constructive opportunities for the future.
5. Promote a series of initiatives in order to bring new vitality to the French schools and foster the students' renewed interest in our language, our heritage and our culture.

7. TWO-YEAR PLAN - DEADLINES TO BE MET AND TASKS TO BE PERFORMED PAGE 2

6. Examine and improve communication between Elementary and Secondary schools in order to fill the needs and the interests of the young students.
7. Establish a plan for the professional development and in-service training of principals and resource persons.
8. Enrich the program by adding technological and drama courses.

Specific Plan for the 1990-91 School Year

Target Group - The students of Grades 7, 8 and 9 of all the French Separate Schools of Kent County.

Grade 9 Students - 1990-91

1. Establish a core program in one of the two Grade 9 classes.
2. Establish a plan for the marketing of this new concept which allows the students and the parents to choose an alternative program, in accordance with the standards set by the Ministry of Education.
3. Appoint one teacher with many years of experience at the Grade 7 - 8 level, to assume responsibility for the group of students. This person would provide a follow-up to the new concept as well as to the teaching and learning strategies used in the transition between the Elementary and Secondary level.
4. In order to put proper emphasis on the affective factor, the teacher of the Grade 9 core program must spend at least 50% of the time with the students (i.e. responsible for the French, English, Mathematics, History and probably Religion classes.)
5. Arrange for the teachers who are specialists in particular subjects (Science, Computer Sciences, Physical Education and Art) to share their teaching between the Transition Years and the Specialization Years.<sup>1</sup>

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<sup>1</sup> Ministry of Education, Ontario Schools - Intermediate and Senior Divisions (OSIS), 1989, page 28, section 5.14



7. TWO-YEAR PLAN - DEADLINES TO BE MET AND TASKS TO BE PERFORMED PAGE 3

6. (a) Implement a student (Grades 10 - 12 / OACs) and teacher (Grades 7 -12 / OACs) monitor system in order to ensure a firm basic initiation and a better follow-up of the student's progress from Grade 7 to the OACs.
- (b) Match the Transition Years students with more advanced students (for example, in the Specialization Years) to act as tutors. This would allow for a smoother transition between Grade 9 and Grade 10.
7. Develop extracurricular activities for Grades 7, 8 and 9 as well as for Grades 9 - 12 / OACs with emphasis on the students' past and future experiences, in order to fill the needs of all the students at various levels of maturity and interest.
8. Offer the group of students the following services:
  1. Guidance
  2. Pastoral animation
  3. Cultural and linguistic animation
  4. Career information
  5. Visits, exchanges, trips

These activities will allow the students to take part in and enjoy a variety of practical experiences, in French.<sup>1</sup>

Grades 7 and 8 - Sainte-Catherine, Saint-Philippe and Saint-Joseph Schools - 1990-91

1. Share the services of specialized teachers in different subjects (i.e. Science, Mathematics, Computer Sciences, Physical Education, Art and Technological Courses), to provide a more thorough follow-up of the program and improved student-teacher relations at the Secondary level.
2. Examine the advantages and disadvantages of regrouping all the students of Grades 7 and 8 in Pain Court for the 1991-92 school year.
3. Set up in each school a special committee made up of parents, teachers, students, as well as representatives from each community and the Board, in order to resolve concerns and problems.

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<sup>1</sup> Ministry of Education, *Ontario Schools - Intermediate and Senior divisions (OSIS)*, page 12, section 3.2

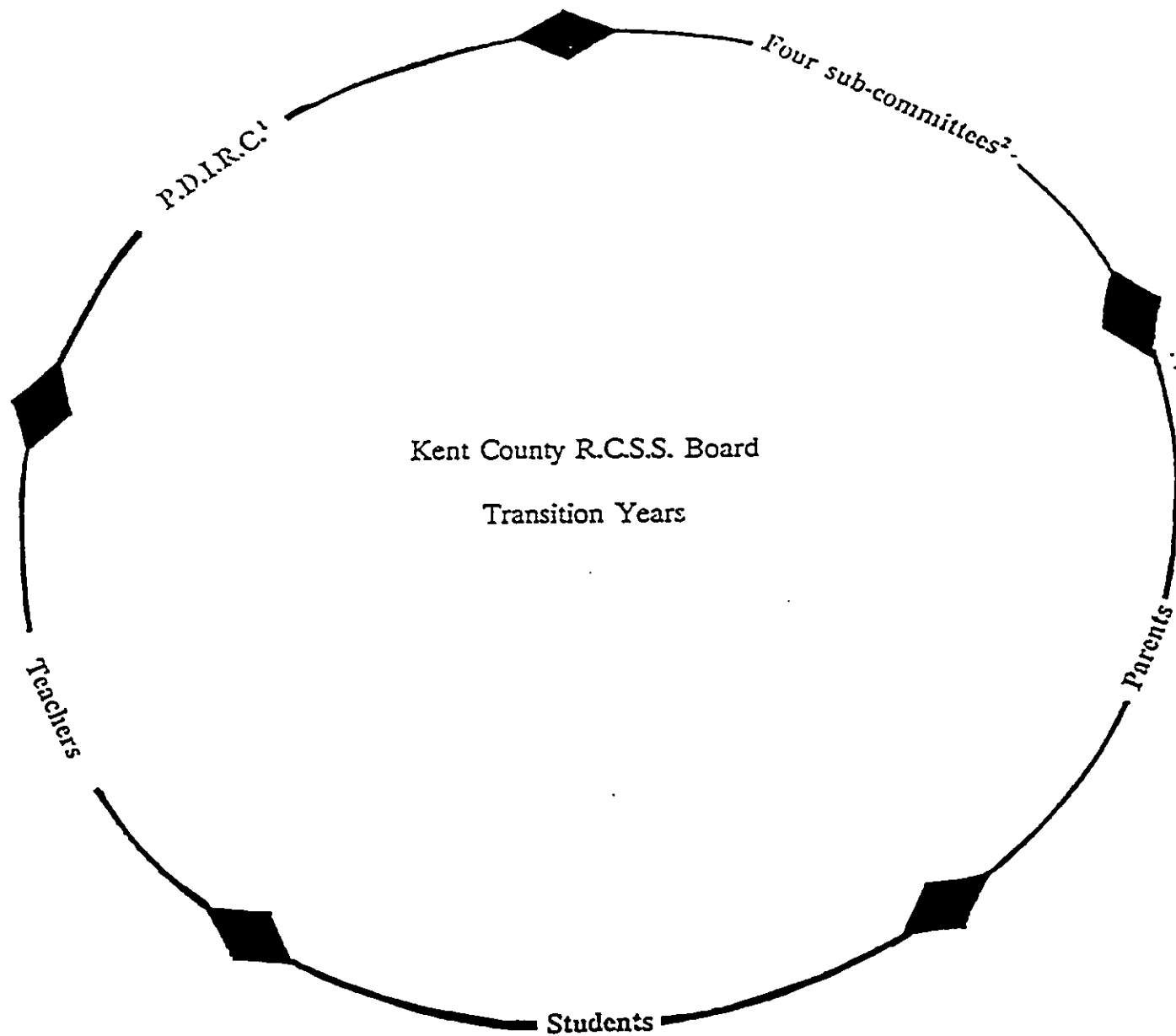
7. TWO-YEAR PLAN - DEADLINES TO BE MET AND TASKS TO BE PERFORMED PAGE 4

4. Organize a variety of activities throughout the 1990-91 school year, in order to offer the students of Grades 7, 8 and 9 many opportunities to get together, thus addressing the affective as well as the cognitive needs of the adolescents, in preparation for the 1991-92 general transfer to Pain Court.
5. Organize visits to the Science laboratory, the gymnasium and the Computer laboratory at l'École secondaire de Pain Court for all the Grade 6, 7 and 8 students of our System.
6. Plan pastoral animation, cultural, scientific and linguistic activities for the students of Grades 6, 7, 8 and 9, during the coming year (i.e. Speaking Contest, Science Olympics, etc.).
7. Offer Guidance courses in Grades 7 and 8 and establish close liaison with students at the Grade 6 level.
8. Establish expected performance standards as well as a plan for the professional development of the teachers involved in the endeavour.
9. Set up a committee (Resource teachers, teachers and parents) to monitor the Special Education services and to enrich such program (ex. remedial courses, visits, career centres, differentiated tasks, etc.).
10. Review and discuss the best possible student placement.

1991-92 PLAN

1. Place all the Grade 9 students in a core program.
2. Place all the Grade 8 students at l'École secondaire de Pain Court.
3. Place all the Grade 7 students at l'école Sainte-Catherine.
4. Ensure proper functioning of the project through the P.D.I.R.C. and the four community sub-committees.
5. Provide a school bus after regular school hours to allow the students to take full advantage of the extra-curricular activities.

PROJECT "PROMO - FRANCOPHONE ADOLESCENTS"



The development and review of our Transition Years Plan will be shared by all the groups included in the Planning, Development and Implementation Circle. This will allow for excellent communication for the on-going development and improvement of the project.

We intend to respect all the ideas and expectations put forth by all participants.

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<sup>1</sup>Planning, Development, Implementation and Review Committee

<sup>2</sup>Four sub-committees - École secondaire de Pain Court, école Sainte-Catherine de Pain Court, école Saint-Joseph de Tilbury, école Saint-Philippe de Grande Pointe

## 8. APPOINTED PERSONNEL, TITLES, RESPONSIBILITIES, TIME ALLOTMENT

### Jacques Meilleur-Lamoureux

Superintendent 0.1

#### Responsibilities:

1. Supervise the project.
2. Attend P.D.I.R.C. meetings.
3. Organize the marketing of the project.
4. Ensure excellent communication between all groups involved in the project.

### Paul Bélanger

Assistant to the Director of Education 0.5

#### Responsibilities:

1. Coordinate the project.
2. Follow guidelines put forth by the Superintendent.
3. Attend P.D.I.R.C. meetings as well as meetings of the four community sub-committees (École secondaire de Pain Court, école Sainte-Catherine, école Saint-Joseph, école Saint-Philippe).
4. Meet regularly with the principals, the teachers, the students and the parents in order to solve concerns and problems which may arise.
5. Establish performance guidelines - curriculum.
6. Ensure excellent communication between all persons involved.

### Marguerite Schinkelshoek

Project teacher 0.5

Curriculum resource teacher 0.5

#### Responsibilities:

1. Teach a minimum of four courses each semester in 1990-91.
2. Ensure that the teaching strategies used by the teachers in training for the 1991-92 core program are appropriate and varied.
3. Offer suggestions on programming and appropriate performance standards.
4. Ensure a follow-up between the Elementary and Secondary levels.

8. APPOINTED PERSONNEL, TITLES, RESPONSIBILITIES, TIME ALLOTMENT PAGE 2

5. Divide one classroom into different learning centres for certain Grade 9 courses.
6. Attend the various meetings in order to offer her expertise and suggestions.
7. Work closely with the Superintendent, the Coordinator and the Principals in order to ensure adequate follow-up of the project.

Denise Benoit

Cultural Animator Full time

Responsibilities:

1. Social animation
2. Cultural animation ( music, theatre, arts)
3. Linguistic animation.
4. Religious animation
5. Sports animation
6. Health and Welfare
7. Financial organization

1. Social animation

- Organize a variety of wholesome and dynamic social activities in order to generate a sense of belonging and a feeling of pride in the French catholic identity.

More specifically:

- Organize a monthly calendar of events such as intramural sports, fun days, events of the week.
- Work with the students in the school to develop their leadership qualities.

N.B. Must be a role model - Francophone, Catholic, dynamic, convinced.

2. Cultural animation :

- Organize musical, theatre, artistic, science, mathematics and computer activities.
- Organize a series of workshops, productions, cooperative games and group discussions for all the students wishing to take an active part in the school life.
- Ensure that cultural animation influence all facets of the personality as well as all academic courses offered to the students.

8. APPOINTED PERSONNEL, TITLES, RESPONSIBILITIES, TIME ALLOTMENT PAGE 3

3. Linguistic animation

- Allow the students to live in French and promote a healthy and strong sense of pride in their heritage.
- Lead the students to greater linguistic independence by means of the four basic learning skills - listening, reading, speaking and writing - thus allowing them to choose in French.

4. Religious animation

- Lead the Secondary school students to be true witnesses of faith, and to take an active part in the religious celebrations of the school and of the parish.
- Make the students aware of the great importance of their faith in our modern society by their participation in the mass, liturgical celebrations, group discussions, presentations by visiting missionaries, special days (for example, day of fast, of sacrifice, of prayer, etc.).

5. Sports animation

- Encourage and facilitate participation, and increase motivation and team spirit.
- Help with the training of various girls' teams.
- Organize special sports events, for example, intramural sports, fun days, a "house" system.
- Serve as contact-person between the sports organizers at the Secondary level, in the county and in the province (for example: Smash 90 in Welland, etc.)

6. Health and Welfare

- Make the students aware of the problems prevailing in our modern society.
- Ensure that the students are fully informed about these problems i.e. drugs, alcohol, sex, AIDS, etc. by inviting special guests, organizing discussion groups, visits, etc.

7. Financial organization

- Collaborate with the principals, the teachers, the liaison committee, the student council and various local organizations in order to ensure adequate financing of planned and approved activities.

8. APPOINTED PERSONNEL, TITLES, RESPONSIBILITIES, TIME ALLOTMENT PAGE 4

Persons contacted

1. Mireille Delisle - Oldham - Regional cultural animator of the Ministry of Education
2. Jean Malavoix - Contact ontariois
3. Marc George - Chargé d'affaires of Sports at the county level
4. French Secondary Schools of the area and of the province
5. Newspapers - Le Rempart, Chatham Daily News, London Free Press, Windsor Star, etc.
6. Radio, television - CFCO, CBEF, Radio Canada, CKSY
7. Claire Brophy - Educational Advisor

Other Possibilities

1. Contact person - Adult Education
2. Teacher aid - Special Education
3. Supply teacher - in case of a lack of supply teachers
4. Secretary - in case of a lack of substitutes
5. Public relations - Elementary and Secondary
6. Musical group

Serge Brisson

Pastoral Animator                      0.5

Responsibilities:

1. Staff meetings on specific topics, eg. prayer
2. Assistance at staff-priest meetings as requested by the principals.
3. Assistance at parent meetings:  
Re: - Sacramental preparation  
     - Adult faith in relation to the sacrament being taught.
4. Make teachers aware of resources available from the Department.
5. In-service to staff and sharing of ideas in relation to the religious education program at each grade level.
6. Assist in the planning of Professional Development days related to Religion and faith growth.

8. APPOINTED PERSONNEL, TITLES, RESPONSIBILITIES, TIME ALLOTMENT PAGE 5

7. Assist in the planning of Professional Development for the Trustees/Administration/Principals.
8. Assist in the planning of Faith Growth courses and activities for all personnel at the Board office interested in understanding faith issues, i.e. evening sessions.
9. Collaborate with the priests in providing a solid retreat program for Elementary Intermediate students in Grades 7 and 8.
10. Assist in providing book/resource displays.
11. Attend individual teacher meetings before/during/after school:  
Re: - Sacramental preparation  
- Planning liturgical celebrations as well as para-liturgical celebrations.
12. Provide individual staff counselling through the Board's Employee Assistance Program.
13. Assist in planning recollection experiences for staff/school personnel.
14. Assist in planning activities for staff retreats.
15. Assist students in interpreting projects related to their faith growth.
16. Provide assistance to schools with special projects related to Pastoral animation, i.e. Education Week, Advent, Christmas, Easter, etc.

Guidance Counsellor

Responsibilities:

1. Ensure a guidance follow-up from Grade 6 to the OACs.
2. Organize the mentor program and the tutor program.
3. All other tasks as determined by the P.D.I.R.C.

Appointed Teachers

In 1990-91, six teachers will be appointed to this project.

In 1991-92, eleven teachers will be appointed to this project.



8. APPOINTED PERSONNEL, TITLES, RESPONSIBILITIES, TIME ALLOTMENT PAGE 6

Janine Griffore

Principal of l'École secondaire de Pain Court Presently: 75%  
1990-91: 100%

Responsibilities:

1. Work closely with the principals at the Elementary level and with the other members of the P.D.I.R.C. for a better transition into the program "PROMO - FRANCOPHONE ADOLESCENTS".
2. Plan more meetings as the organizational needs become greater in 1990, 1991 and 1992.
3. Offer greater supervision to an ever-growing number of teachers and students.
4. Ensure that the project as a whole functions properly and establish excellent communication between the students and the P.D.I.R.C.

Diane Létourneau-Kelly

Social worker 0.25

Responsibilities:

1. Provide for the affective as well as academic needs of the students in Special Education.
2. Organize and play an active role in the school-based teams in order to give proper consideration to each individual case.
3. Ensure that the children's needs are provided for in the best possible manner.

N.B. There will be one additional teacher for each year of the project in order to offer extended services in the following areas:

1. Supervision
2. Curriculum
3. Direct student services - Music, Special Education, Technological Studies, Guidance, Cultural Animation, Pastoral Animation.

9. NATURE AND FREQUENCY OF PROFESSIONAL DEVELOPMENT PROGRAMS AND IN-SERVICE TRAINING OF EMPLOYEES INVOLVED IN THE PROJECT AND OTHER TEACHERS WHO WILL BENEFIT FROM SUCH PROJECT.

1. Preliminary workshop will be offered before classes begin in September for all teachers involved in the program.
2. A specialist in teaching techniques will work on a one-to-one basis with the classroom teachers, according to the particular needs of each teacher.
3. Panel discussions of all the teachers involved in the project will be implemented in order to review the needs of the students, the operation and programming of the project, and to exchange information on teaching and evaluation strategies. These meetings will be held at the end of September, mid-November, end of November, end of February, mid-April.
4. Flash meetings (approximately 20 minutes) dealing with various teaching strategies and evaluation techniques will be organized by the teaching specialist on a weekly basis.
5. In-service training of teachers will be provided by specialists in the following areas:
  - (1) Guidance
  - (2) Pastoral Animation
  - (3) Cultural and Linguistic Animation
  - (4) Social Worker
  - (5) Remedial Courses
  - (6) Advisory Services
6. The teachers will be involved in a peer coaching program.
7. The program Coordinator and the teacher will be in contact with other School Boards who are exploring similar projects in their schools in order to share ideas, and to discuss mutual problems as well as programming (e.g. visits, videos, etc). This type of positive communication throughout the school year would be of great benefit to the project.
8. The teachers will be given the opportunity to attend conferences at the provincial level to allow for upgrading in teaching techniques.

9. NATURE AND FREQUENCY OF PROFESSIONAL DEVELOPMENT PROGRAMS AND IN-SERVICE TRAINING OF EMPLOYEES INVOLVED IN THE PROJECT AND OTHER TEACHERS WHO WILL BENEFIT FROM SUCH PROJECT

PAGE 2

9. Frequent meetings will be organized throughout the school year with the teachers of Grades 9 and 10 in order to ensure an adequate follow-up to the programs offered in the Specialization Years. (Dates and locations to be determined by the team.)
10. The teachers will be given access to a variety of teaching resources in order to enhance the programs, and the teaching and evaluation strategies. (BIMO - commercial kits - Ensure that these kits are used.)

10. OVERVIEW OF PROPOSED METHODS FOR THE SUPERVISION AND EVALUATION OF THE PROJECT

The school administrator, the Organizing Committee, the teachers, the parents and the students will play a leading role in the supervision and evaluation of the project.

Meetings of groups involved in the evaluation of the project:

1. Meetings of the Organizing Committee (Superintendent, Coordinator, Principals, Curriculum Resource Teacher, Teachers, Cultural Animator, Pastoral Animator, Guidance Counsellor, Special Education Coordinator).
2. Meetings of the Community Committee (Representatives of major organizations of Grande Pointe, Pain Court and Tilbury).
3. Meetings of Liaison Committee (PTA of schools involved in the project).
4. Organization of a Core Program Student Committee, including Grades 7 and 8 of l'école Sainte-Catherine.
5. Meetings of the Core Program students.  
These meetings will be supervised by:
  1. the Superintendent
  2. the Project Coordinator - P. H. Bélanger
  3. the Principals - Secondary and Elementary levels
6. Project Evaluation:  
In order to ensure that academic standards are maintained and improved, and that each student has a sense of belonging to the school community and feels encouraged to take part in its activities, the following evaluation tools will be utilized:
  - (i) Surveys prepared by the P.D.I.R.C. will be distributed to the parents and students before the project is initiated.
  - (ii) Surveys prepared by the P.D.I.R.C. will be distributed to the parents and students at the end of the first and second semesters.  
N.B. The purpose of these surveys is to gather information on the expectations of the parents and students with regards to the project.
  - (iii) Evaluation scales set up by the P.D.I.R.C. to measure cognitive and affective aspects of the program. These scales will be distributed to the teachers involved in the project.

## REQUIREMENTS

### SUMMARY - HOW PROPOSED PLAN CORRESPONDS TO EVALUATION CRITERIA LISTED IN RECOMMENDATIONS

1. L'École secondaire de Pain Court, l'école Sainte-Catherine de Pain Court, l'école Saint-Philippe de Grande Pointe and l'école Saint-Joseph de Tilbury are to take part in the implementation of the project.
2. The main objective of the project is to improve the education of students in the Transition Years.
3. The affective needs of the students are taken into consideration throughout the project and serve as the basis for this new concept.
4. The needs of the students are an essential element of the plan. Additional services in Special Education (e.g. Resource Teacher, Social Worker, Teacher Aids) and in Guidance will help attain this goal.
5. A plan for professional development and in-service training will be initiated and will unfold according to the needs of our Transition Years Project.
6. One aspect of particular concern at the provincial level, regarding the French schools, is that of the size of the school units. Our project aims to create a centralized, and consequently greater Francophone reality, from Grade 7 to the OACs. This would allow us to offer more specialized courses and a wider range of courses. Furthermore, from the affective point of view, this would promote more interest and allow the young Francophones to readily identify with l'École secondaire de Pain Court. It is quite noteworthy that the enrolment at the school will increase from less than 100 students in 1989 to more than 300 students in 1992.
7. An Organizing Committee has already been set up in order to ensure the effective implementation of the Transition Years Project. The parents, the students, as well as the principals and the teachers of the schools involved in the project will collaborate with the trustees and Administration to determine the most appropriate direction to fill the needs of the students and the expectations of the community.
8. Province-wide cooperation between other schools initiating similar projects is assured. Our project will certainly be of great assistance to other small Francophone communities wishing to undertake similar endeavours for the Transition Years.

## REQUIREMENTS

SUMMARY - HOW PROPOSED PLAN CORRESPONDS TO EVALUATION CRITERIA LISTED IN RECOMMENDATIONS

PAGE 2

9. More Guidance services will be offered at the levels of Grade 7 and 8. The students will begin receiving information on different careers at the beginning of the Transition Years, in preparation for the Specialization Years. One further advantage of such services is that they help the students know themselves better, and thus alleviate the drop-out problem.
10. Enrichment of technological, cultural and pastoral programs will allow the students to adapt to the needs of the area. We firmly believe that our Transition Years Project corresponds to the evaluation criteria listed in the guidelines of the Ministry of Education.
11. Our project will be of great benefit to the Francophone population of the area. It guarantees better French education which will consequently gain greater consideration and interest from the young Francophones.

## *FWTAO Recommendations*

1. FWTAO urges the Ministry of Education to sponsor research which identifies holistic qualities of successful schools for the transescent learners in Ontario.
2. FWTAO urges the Ministry of Education to include in principals' courses current research findings about
  - a) early adolescent development, and
  - b) qualities of successful schools.
3. FWTAO urges all faculties of education to include a pre-service course on the development and needs of transescent learners for all student teachers in the junior-intermediate and intermediate-senior programmes.
4. FWTAO urges the Ministry of Education to sponsor research in gender differences of transescent learners.
5. FWTAO urges the Ministry and school boards to develop programmes for transescent learners which accommodate gender differences.
6. FWTAO urges the Ministry of Education and school boards to consider the affective and physical needs as well as the cognitive needs of transescent learners when developing curriculum.
7. FWTAO urges school boards to consider existing research on the best configuration for classes for transescent learners when reorganizing existing schools.
8. FWTAO encourages school boards to assess their programmes for transescent learners and to share their findings with teachers, parents, administrators, and other interested community members.
9. FWTAO urges school boards to consider current research findings about the negative effects of various grade combinations and to implement programmes which will minimize them.
10. FWTAO encourages school boards to provide for intermediate teachers in-service courses which deal with the social, emotional, intellectual, and physical development needs of transescent learners.
11. FWTAO urges school boards to assign at least one qualified guidance counsellor to each school which serves transescent learners.
12. FWTAO encourages school boards to use current research about qualities of effective principals when developing procedures for selecting and evaluating principals.

13. FWTAO encourages school boards to recognize that continuity of staff and principals is an important factor in developing and maintaining positive school climates.
14. FWTAO urges school boards to consider the needs of students as the main criteria in deciding school organization when building new schools.
15. FWTAO encourages schools and school boards to develop communication and collaborative linkages among schools, with parents, businesses, service agencies, and other community organizations in order to coordinate student transitions, elicit parent and community support, assess needs, and identify and develop service delivery mechanisms.
16. FWTAO encourages school staffs to involve parents and other members of the community in various school activities which focus on the transescent learner.
17. FWTAO encourages the development of school-based mission statements reflecting the needs of the whole person with input from students, parents, and staff.
18. FWTAO encourages schools to develop a behaviour code with input from students, parents, and teachers for students in their transescent years.
19. FWTAO urges principals and teachers to ensure that each transescent student has at least one teacher in the school who accepts the role of mentor for that student.
20. FWTAO encourages teachers to integrate curriculum whenever possible.
21. FWTAO encourages teachers to use varied teaching and evaluation strategies.

For additional copies of *Getting it Right* please contact  
 Federation of Women Teachers' Associations of Ontario  
 1260 Bay Street, Toronto, Ontario M5R 2B8

From area codes 705, 519 and 613 call  
 From area code 807 call  
 Long distance from 416 call  
 Fax

1-800-268-7205  
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 1-800-268-7002  
 (416) 964-0512

Oppenheimer, J. (1990). *Getting it right: meeting the needs of the early adolescent learner*: Federation of Women Teachers' Associations of Ontario, p. 177-178.



## VITA AUCTORIS

Paul H. Bélanger was born on July 9, 1950, in Chatham, Ontario. He graduated from École secondaire de Pain Court in 1968. He continued his post-secondary education at the University of Windsor where he received a Honours Bachelor of French in 1972. He then received his Bachelor of Education in 1973 from Althouse College at the University of Western Ontario.

Since 1973, Paul has been a teacher, a principal in French as a First Language schools of the French Section of the Kent County Roman Catholic Separate School Board, and is currently Assistant to the Director of Education.

Upon graduation, Paul intends to pursue a Supervisory Officer's qualification's program in order to broaden his ministry to the youth of our society.