

# INTRODUCTION

This orientation guide identifies principles for using dialogue and reflexivity (thinking together) as the preferred approaches for learning language arts. The guide focuses on the language arts student learner and advances 'best' practices leading to 'next' practices – those that are better adapted to meet learner needs, in other words.

This guide provides a framework for piloting teaching practices and their associated theories. This testing process is the first step in the implementation of renewed language arts teaching practices and for subsequent curriculum development.

Under *The Public Schools Act*, Regulation 31.31(2), English as a subject of instruction is mandatory starting in Grade 4 for students in the Français Program, and reads as such.

*To ensure that its pupils develop and maintain proficiency in the English language, the francophone school board shall require English to be a subject of instruction in every class in Grades IV to XII in the francophone school division, but the time allotment for English in each grade must not exceed 25% of classroom instruction.*

However, this orientation guide is also applies to younger students.

This guide is intended for teachers, consultants, principals, and divisional administrators.

