



Education and  
Early Childhood  
Development

Éducation et  
Développement de la  
petite enfance



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**Minister's Directive**  
MD 2014-02

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## **Language Proficiency Required to Teach in French/English as a Second Language**

### **Supersedes Minister's Directive No. MD 2010-09**

Pursuant to Section 8 (2) (d) of the *School Act*, I hereby issue the following Minister's Directive on the required oral language proficiency of teachers teaching in French/English as a second language.

#### **1.0 Objective**

The purpose is to provide direction to the School Boards regarding the language proficiency of teachers who teach French or English as a second language.

#### **2.0 Definitions**

##### **2.1 Teacher**

A member of a teaching staff who holds a teacher's certificate issued by the Department and is actually under contract by an employer in compliance with the regulations of the *School Act*.

##### **2.2 New Brunswick Oral Language Proficiency Test**

A resource used to assess a person's oral linguistic performance.

##### **2.3 Superior Level of the New Brunswick Oral Language Proficiency Test**

At this level, a person can fluently speak the language required for professional needs.

##### **2.4 Advanced Level of the New Brunswick Oral Language Proficiency Test**

At this level, a person can speak the language with enough syntactic and lexical accuracy to participate fully in formal and informal conversations on practical, social and professional topics.

#### **3.0 Reference Documents**

For further information on teacher certification and hiring policies, please see the following policies:

**3.1** English Language School Board and La Commission scolaire de langue française hiring policies

**3.2** Prince Edward Island teacher certification policies

#### 4.0 Roles and responsibilities

##### 4.1 School Board

- 4.1.1 The school board shall hire teachers having the required oral proficiency level according to the Minister's Directive.
- 4.1.2 In the event that there are no qualified teachers having the required oral proficiency level, a school board may hire a teacher who has not achieved the required level. If the teacher does not meet the required proficiency level within two years from the date of hire, the teacher's employment may be terminated.

##### 4.2 Teacher

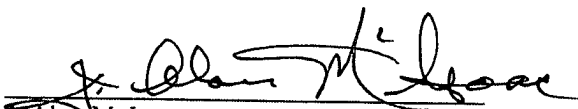
- 4.2.1 The teacher must pass the language proficiency test before receiving a permanent contract. The teacher who has taken intensive language training for at least three weeks can make a request to be evaluated a second time.
- 4.2.2 The teacher will have to indicate in his or her professional development plan the language development activities chosen and demonstrate in which activities he or she participated in order to maintain his or her proficiency level.
- 4.2.3 The teacher hired under Section 5 of this Minister's Directive shall participate in professional development opportunities and/or language training to improve the proficiency level and attain the required level within the first two years of teaching before obtaining permanent status to teach in a second language.

#### 5.0 Directives for Proficiency Levels

Subject to Section 4.1.2 of this Directive,

- 5.1 Every teacher teaching in the French Immersion Program must achieve the **superior** level of the oral language proficiency test.
- 5.2 Every teacher teaching in the Core French, Intensive French or Enhanced French program in an English first language school or English second language in a French first language school must achieve the **advanced** level of the oral language proficiency test.
- 5.3 Every teacher teaching English Second Language at the senior high school level in the French First Language School must achieve the **superior** level of the oral language proficiency test.

DATED 11 December 2014, in Summerside,



J. Alan McIsaac

Minister of Education and Early Childhood Development