



# Report on the First “Minority Community Vitality Through Education” Forum

Organized by the Inter-Level Educational Table (ILET), a committee of the Quebec English-Speaking Communities Research Network (QUESCREN), and held at Concordia University, October 28-30, 2018

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QUESCREN is a collaborative network of researchers, stakeholders, and educational and other institutions that improves understanding of Quebec's English-speaking communities and promotes their vitality. It is housed at the School of Community and Public Affairs at Concordia University, Montreal, Quebec, Canada.



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# Executive Summary

From October 28 to 30, 2018, researchers, practitioners, community stakeholders and policymakers gathered at Concordia University for a three-day forum entitled “Minority Community Vitality Through Education,” and focused on Quebec’s English-speaking minority population. The Forum was convened by the Inter-Level Educational Table, a committee of the Quebec English-Speaking Communities Research Network (QUESCREEN) at Concordia University.

The objective of the Forum was to encourage mobilization around the development of a healthy and sustainable English-language educational offer in Quebec, from pre-K to university, that leads to student retention, access to good jobs in Quebec and a strong sense of identity and belonging.

## Key questions

- How does Quebec’s English-speaking community, which embodies a range of diverse opinions and experiences, build a cohesive voice on education? Who are our community’s spokespeople and leaders for education?<sup>1</sup>
- How can Quebec’s English-language education system best address the diversity and disparities within the English-language minority community?
- How can a continuum of education help promote educational success (including high graduation rates) and youth retention in Quebec’s English-speaking community?
- How should educators and policy makers address the issue of an inclusive history curriculum?
- How can Quebec’s English-speaking community build a strong, sustainable and fruitful working relationship with the provincial and federal governments?
- How can we harmonize education systems with community resources?

1 Note: When the word “community” is used in the singular in this report, it is applied as an inclusive term referring to a linguistic minority community of communities.

## Key takeaway messages

**Education must meet communities where they are** – This is meant both physically and conceptually. English-speaking communities are vastly different throughout the province. Programs must be tailored to the specific needs of the community.

**Be strategic and pragmatic** – To promote community vitality through education, Quebec’s English-speaking communities must identify and pursue long- and short-term gains within the life of a government.

**A coordinated voice** – A cohesive and coordinated voice to speak for the vitality and diversity of English-speaking communities in the context of their education system is needed.

**Break down the silos** – The metaphor of the “silo” arose frequently throughout the Forum in reference to so many English-language education programs and organizations working individually. Silos need to be broken down not only within the education sector, but within and across a range of sectors, including business, health and social services.

**Mentorship is key** – The importance of mentorship in promoting a continuum of education was mentioned frequently.

**No clear way forward in building an inclusive curriculum, but a willingness to listen and work together** – There exists a diversity of approaches on key issues around curriculum that need to be considered with respect as we move forward.

**Find opportunities to collaborate with the majority community** – Interaction and cooperation with francophone majority institutions is of strategic importance. The idea that English-speaking communities can or should evolve separately from the majority is neither realistic nor desirable.

# Introduction

## About the Forum

From October 28 to 30, 2018, researchers, practitioners, community stakeholders and policymakers gathered at Concordia University for a three-day forum entitled “Minority Community Vitality Through Education,” and focused on Quebec’s English-speaking minority population. The Forum was convened by the Inter-Level Educational Table (ILET), a committee of the Quebec English-Speaking Communities Research Network (QUESCREN) at Concordia University.

The objective of the Forum was to encourage mobilization around the development of a healthy and sustainable English-language educational offer in Quebec, from pre-K to university, that leads to student retention, access to good jobs in Quebec and a strong sense of identity and belonging.

Registration at the Forum ranged from 117 participants on Sunday, October 28, to 132 participants on Tuesday, October 30 (See Appendix III).

## Key questions

Over the course of three days, participants engaged in a wide-ranging discussion that crystallized around the following key questions:

- How does Quebec’s English-speaking community, which embodies a range of diverse opinions and experiences, build a cohesive voice on education? Who are our community’s spokespeople and leaders for education?
- How can Quebec’s English-language education system best address the diversity and disparities within the English-language minority community?
- How can a continuum of education help promote educational success (including high graduation rates) and youth retention in Quebec’s English-speaking community?
- How should educators and policy makers address the issue of an inclusive history curriculum?

- How can Quebec’s English-speaking community build a strong, sustainable and fruitful working relationship with the provincial and federal governments?
- How can we harmonize the education system with community resources?

The purpose of this document is to reflect notable themes and ideas that emerged from the Forum. It offers a condensed overview of the discussions and insights that flowed over the course of the three-day event. The report concludes with a selection of key takeaway messages that may serve as a foundation for future ILET forums and events.

This document does not aim to be exhaustive or conclusive. It does not represent a consensus statement and may not reflect the views of all participants. The views expressed in this report reflect events up to October 30, 2018.

For additional resources and coverage of the Forum, please consult QUESCEN’s website at [www.quescren.ca](http://www.quescren.ca).

# The Big Picture

## Major themes

This section provides a brief overview of major themes that were raised and discussed throughout the three-day forum.

### Decline of the K-12 school system

The erosion and demographic decline of the English-language school system in Quebec is a well-known fact. Presentations exploring these phenomena, their policy contexts and impact on community vitality were shared at the Forum by multiple participants, including federal Official Languages Commissioner Raymond Th  berge, SRQEA's William Floch, ABEE's Kate Le Maistre, Richard Bourhis, Jan Warnke, Rodrigue Landry, Genevi  ve L  gar  , Emma Legault and John Zhao.

According to Le Maistre, Quebec's Charter of the French Language (Bill 101) was an important factor (among others) in the outmigration of English speakers from Quebec to other provinces and contributed to a drop in the population of students in English-language schools between 1979 and 2017. It also led to English-speaking parents sending their children to French-language schools, and immigrants and allophones going to French-language schools. While it was noted that a declining birth rate has affected both the French and English systems, it was also indicated that this decline has disproportionately affected the English-speaking community.

This decline plays out differently in rural and urban settings. Some participants, Helena Burke of CAMI among them, detailed how the absolute loss of English education systems in rural parts of Quebec, such as the Magdalen Islands, is a real possibility.

Why does this matter? In other words, what is the role of English-language education in reducing minority community vulnerabilities, building community identity and promoting community vitality? What would be lost if there were no more English-language schools?

English-language schools are often an essential, or even the last, community meeting-place in certain regions.

Many are very small, with a small student population. They offer a bilingual education. They focus on the child and the child's needs, preparing learners for the larger world. They maintain traditions and culture, while also being open to change and diversity. Ninety percent of learners with special needs are included in mainstream classes.

Le Maistre mentioned that every English-language school in Quebec is a microcosm of the community it serves, noting that Quebec's English-language schools can be almost as different from each other as they are from their French-language counterparts. English-language schools are a product of their surroundings and of who attends them. English-language schools transmit

culture and heritage. (See Le Maistre’s presentation, *The English-Language School System in Quebec: Who Cares?*<sup>2</sup>)

English-language schools are successful and inclusive, and often boast a high graduation rate. They provide students and parents with a sense of belonging, while fostering parental involvement, which is central to the success and retention of learners.

The importance of parental involvement was reiterated throughout the Forum. The ability to create a warm, inviting space and encourage families to get involved in their student’s school is another characteristic of English-language schools, and is essential for community vitality. This was highlighted by Debbie Horrocks, for example, in her discussion of the Community Learning Centres (CLC) system. CLCs exist only in the English sector in Quebec and are tailored to address the specific needs of the local community. They are essential to creating and supporting the vitality of minority-language communities.

This is particularly important in smaller communities where English-language services and institutions have atrophied or even disappeared. Given the loss of places of worship, post offices, ATMs, and so forth in rural communities, schools are among the last remaining institutions for English-speaking populations; schools, like these other informal or formal meeting places, enable English speakers to preserve and promote their cultural heritage. “If schools go, young families go as well. And the community left might not survive,” said one participant.

## Youth retention

The retention of young people (and, in some cases, families) is critical to the health and sustainability of Quebec’s English-speaking minority community. Many participants, including Coalition Avenir Québec (CAQ) MNA Christopher Skeete (who also serves as Adjoint parlementaire du Premier Ministre pour les relations avec les Québécois d’expression anglaise) and MEES Associate Deputy Minister, Steven Colpitts, noted that students play an important role in shaping and improving the vitality of the community.

As addressed in numerous panels (including *John Abbott College Career Programs and Community Vitality*, *Youth Retention*, *The Future is Now: NEXTschool – A Community Learning Center for the NEXT Generation* and the Town Hall *Do English-Language Schools Provide Adequate Cultural and Linguistic Integration Into French Quebec Society and Its Job Market?*), there are three key factors that play a role in determining whether young English speakers stay in Quebec: their ability to speak French, get a job and contribute to society in Quebec.

Many identified the lack of French teachers, the need for a recruitment strategy for qualified teachers and the need for qualified French second-language (FSL) teachers. This was backed up by research presented by Paul Holley of Association for Canadian Studies (ACS). His presentation demonstrated that, while not a strong determinant overall, French proficiency does improve student retention. If you increase your interactions in French, you are more

2 Note: Videos of most of the Forum presentations are available on QUESCREEN’s YouTube channel: [https://www.youtube.com/channel/UC8caP9o\\_y1rnVXyH5zOpNTA](https://www.youtube.com/channel/UC8caP9o_y1rnVXyH5zOpNTA).

likely to stay in Quebec and integrate (see Philippe Gagné and Maria Popica and their presentation *Teaching French as a Second Language in Quebec: Perceptions and Motivation*). Living in university residence also increases these social interactions, which also indirectly increases retention.

Keeping English-speakers in the rural areas of Quebec is even more challenging. Many participants, including Helena Burke of Council for Anglophone Magdalen Islanders (CAMI) in the Magdalen Islands, shared their experiences, strategies and reflections about the importance of supporting, mentoring and encouraging young people, as well as providing job opportunities for them. As Burke noted, English speakers in the Magdalen Islands represent 5.7% of the islands' population. Most English speakers are over 45 years old, and the population in schools is dwindling.

Research shared by Le Maistre, Holley and William Floch showed that Anglophone youth are more likely to be unemployed and to live below the poverty line. Studies also show that English speakers face more challenges and frustration in integrating into the job market, notably Quebec's public service.

### **The missing middle**

This expression popped up frequently to describe both a generational leadership gap and a socio-economic gap.

Le Maistre, for example, remarked that she is excited for the young leaders who are emerging from our communities, and that there were many older people still active in the community, but that there is, from a generational perspective, a missing middle when it comes to community leadership. She argues that we need a harmonized combination of well-educated, bilingual leaders, attractive jobs, institutional support at the local and provincial level, and action based on a clear definition on what's worth preserving.

Others (including Floch) showed that English speakers are overrepresented in both the highest income group and the lowest income group in Quebec, highlighting their underrepresentation in the middle class. In general, highly educated English speakers leave the province, while the lower educated stay. The missing middle class was identified as an indication of systemic issues for English-language minorities in Quebec.

### **The need for institutional control**

Presentations, panel discussions and keynote talks at the Forum supported the notion that institutional control is needed by minority language groups to maintain and assert their development within state and private institutions. In his talk, Colin Williams of Cardiff University drew on research from Euskadi (the Basque country), Catalonia and Wales to show that the key determinant of success for minority language communities is political control at the local state level in devolved or autonomous regions. He noted that ideological and partisan differences must be negotiated if minority languages are to flourish within a dominant education system that previously disavowed their right to exist.

This seemed to resonate with many participants at the Forum. Participants spoke of feeling “a pervasive sense of marginalization of the English sector” and a lack of political will to support the English-speaking community. At the same time, many participants identified building a positive relationship with the provincial government as a key priority.

There were promising messages from the new Quebec government to this effect.

In his remarks, Steven Colpitts said that promoting support for initiatives to improve the English language school system was his “main objective.” He said that the CAQ government was motivated to explore how minority language education can contribute to community vitality. He insisted that the role of the education system in student retention, success, and access to jobs and a strong sense of identity should be acknowledged.

### **A need for research**

Commissioner Th  berge noted that the increasingly accepted view that schools and school boards have a certain responsibility in terms of broader community vitality is a sign of growing political maturity and policy sophistication. He noted that “good, evidence-based research is vital to the development of good policy and community development.” The recently established Secretariat for Relations with English-speaking Quebec (SRQEA) has a mandate to carry out research and develop statistical profiles, but also to promote evidence-based research that draws on different methodologies. It has an inter-ministerial role within Quebec, working with other levels of government and sharing emerging research observations. William Floch, Assistant Secretary of the SRQEA, also expressed his optimism about openness experienced within the Quebec government.

How should the English-speaking community in Quebec be moving forward with the Secretariat? Fran  ois Boileau, Ontario’s French Language Services Commissioner, said that establishing a dialogue is key. His approach was to “feed them facts and research.”

### **A continuum of education**

Participants expressed a desire for English-speaking students to be educated in a way that gives them the choice of whether to stay in Quebec or move away. This involves a breadth of educational choices.

The importance of a continuum was reiterated by Francophone counterparts in Ontario. The role of education cannot be understated, said Commissioner Boileau. There needs to be a continuum from early childhood to post-secondary to adult learning. “Without a continuum,” he explained, “it is difficult to continue the growth of a minority language community.”

In Ontario, one of the first regulations to this effect was to adopt an inclusive definition of “Francophone” for access to schools. Unlike in Quebec, the minority language community in that province has control over who comes into the schools. People who fall outside Section 23 of the Canadian Charter of Rights and Freedoms can still be included if the school board decides. The

best scenario, in Commissioner Boileau’s view, is when the dominant majority collaborates with its minorities to improve their vitality and foster social cohesion through diversity.

Commissioner Boileau noted that immigration will play a key role in the development of enrolment. There is also a shortage of French teachers, both in French-language schools and immersion schools.

There is also a dialogue started with a view to establishing a Franco-Ontarian university. This new French-language university (whose status is now indeterminate) will help to meet the need for a continuum of minority language education and will work to address the upcoming shortage of qualified bilingual professionals in the health sector and businesses that can provide services in French. Based in Toronto, the Université de l’Ontario Français will help to solidify the community.

## Diversity

Another strong conversation thread was related to the diversity of English speakers in Quebec, and how that intersects with education and community vitality. In particular, much time was spent talking about how educators and policymakers should address the issue of an inclusive history curriculum (see panels on *Black Education and the Dilemma of Culture and Language*, *ABCs of Canadian Black History*, *Teaching the History of English-speaking Communities and Its Impact on Sense of Belonging*, *Regional Outreach Through Art, Health, Community Building and Indigenous Initiatives*, and the Town Hall on *Changing Attitudes and Mindsets for Re-imagining English-speaking Quebec and Making Positive Change*).

For the English OLMC in Quebec, multiple identities—which sit in contrast to the notion of a singular, uniform identity—have long been a fact of community life, given the historic heterogeneity of the population. This is especially true in Montreal, where the majority of Quebec’s English speakers live, and where English speakers have commonly identified along both linguistic and ethno-cultural lines (English, Irish or Scottish, and today an even broader range).

Different kinds of diversity within Quebec’s English-speaking communities were explored throughout the Forum, along cultural, racial, ethnic, socio-economic and religious lines, as well as regional diversity with its various rural and urban contexts.

Commissioner Thériège also reminded the Forum that English-language schools in Quebec (and French-language schools outside of Quebec) are not language monoliths. Francophone children account for 25% of enrolment in Quebec’s English-language schools. That has helped keep some English-language schools open in parts of Quebec outside of Montreal, but it has also complicated the challenge of identity construction in those schools.

English-language schools are as diverse as the English-speaking minority population. Participants felt that English-language schools provide a vital resource for Quebec’s English-speaking minority communities. Urban schools, for example, are often spaces with a range of cultural groups with diverse needs, abilities, talents, and so forth. In rural areas, the school is often the central—if not the only—minority language institution in the community.

As Christopher Skeete noted, Quebec’s vast and diverse English-speaking communities each require specific attention. Participants acknowledged the diversity that exists among regions and emphasized that solutions to promote community vitality must be relevant to these various regions.

Bronwen Low of McGill University, among others, highlighted the fact that there are multiple sub-communities within the broader English-speaking community. Two prominent examples discussed at length during the Forum were Montreal’s Black English-speakers and Indigenous populations in Quebec.

Speaking about Black education and the dilemma of culture and language, Clarence Bayne explained that the Black community in Quebec, particularly the English-speaking Black community, finds itself in a position of exceptional disadvantage as a double minority.

Bayne, along with Dorothy Williams, Tyrone Benskin and others, reminded participants that we need to look at how Canadian history and the Canadian narrative is constructed, and the impact that has on community vitality and identity. Schools play an important role in increasing a child’s self-esteem. Black history must be included in the school curriculum.

Janine Metallic spoke about the connection between Indigenous languages and locating oneself and one’s community, being able to say, “I belong to this place.” She critiqued the lack of knowledge about Indigenous communities and history, and stressed the importance of working on language revitalization from a broader perspective. Indigenous peoples need to be grounded in policies around language promotion, preservation and revitalization.

Evie Mark of the Nunavik Sivunitsavut Project highlighted the fact that Indigenous communities have had to battle the highest school dropout rate and the highest suicide rate. “We need collaborators to work with us, not dictate to us,” she said.

How can we make schools sites for reconciliation with Indigenous populations? This is essential in building community not just for students, but for families as well.

Participants generally agreed that addressing this diversity will involve transforming mindsets. The questions around “who is part of this community” are part of an ongoing conversation. Schools can be welcoming sites of community vitality, but they can also deny people access and belonging to communities, particularly those who are double minorities. Self-reflexivity at all levels of our education is important.

## Challenges and success stories

Many projects presented at the Forum served as direct examples of best practices. Participants shared stories of projects embedded in marginalized communities, or in communities facing challenges. They shared examples of what was working, and what could be improved.

Many of these projects involve one-on-one, multi-faceted mentorship programs. They were often described as somewhat taxing, but worthwhile. They also point indirectly to systemic issues that need to be addressed, notably employment opportunities for English speakers. Without employment opportunities, educated young people leave the province. Those with lower levels of education and fewer opportunities may be more likely to live in poverty.

What follows are a few examples shared by participants of success stories adapted to individual communities:

**James Lyng High School** with its Urban Arts and Music Program is an example resulting in improved student success rates. The school used to struggle with how it was perceived. In response, an urban arts project was developed through collaboration between the McGill Faculty of Education, staff and teachers at James Lyng, and community organizers. The program focuses on French language instruction, rap texts, and the idea that art and tapping into linguistic creativity could break down barriers to learning French. Students were brought to Montreal's Fresh Paint gallery to meet French-speaking street artists and were pushed to speak French to communicate.

**Elizabeth High School** partnered with external facilitators. Elizabeth High School supports teenage mothers in their pursuit of secondary school education and encourages students to remain in Quebec. Students may have emotional disorders, anxiety, severe trauma, etc. This can manifest in extreme behaviours. Therapy programs, including rat therapy (where they bring rats into the school), allow students to channel negative energies in a stable and productive way.

**The Hub Resource Centre**, a central resource facility for 11 schools within the English Montreal School Board (EMSB) that service a population with diverse needs (learning difficulties, behaviour issues), is located in the Options High School building. According to the EMSB website, "the Hub developed a system in which students struggling with an individual subject area are able to access differentiated instruction from both teacher and tutors. On a weekly basis, tutors from the McGill community outreach program 'Big Buddies' connect with students who have problems in a specific subject area. These tutoring periods give consistency to the work being done and allow for the fostering of positive relationships with role models from a different community."<sup>3</sup> The Hub equips students with relevant life skills. The program includes a barbershop, a bike shop and t-shirt production.

3 English Montreal School Board, "The Hub Resource Centre," <http://outreach.emsb.qc.ca/about-hub.asp>, accessed August 6, 2019.

**St. Gabriel School** has attracted generations of students from families with deep community investment. There is a community clinic in the neighbourhood that distributes services to the community. The school has a YMCA nearby that partners with young students and helps them transition to secondary school. The school was offered as an example of how communities are interwoven with school life and how schools can promote community vitality.

**Marymount Academy International** became an International Baccalaureate school to woo students into the school. International students make up a sizeable portion of the enrolment, and many of them stay in Quebec.

**Phelps Helps** is a community group designed to provide rural communities located near the U.S. border with support, particularly around issues of secondary school dropout rates. Students in the area it serves often travel hours to get to and from school. Phelps Helps has evolved over the years from a secondary school tutoring program in 2012, adding elementary school tutoring in 2014, a mentoring program in 2015, and a summer program in 2016. It then shifted its focus to improving French in the community. Students get one-on-one tutoring and support for speaking French to build their abilities, confidence and attitude toward the language.

**The Council for Anglophone Magdalen Islanders (CAMI)** is a multi-sectoral non-profit organization in the Magdalen Islands. As a participant in Employment and Social Development Canada’s Community Innovation Fund, it created a new program to introduce secondary school students, especially male students, to vocational careers and trade programs. Sixty-two percent of the English-speaking population of the Islands have not pursued post-secondary education. The program has two objectives: 1) a “hands on” learning program to give vulnerable youth skills to enhance their prospects and their employability, and 2) to engage local human resources to work with these youth on a one-on-one basis on the Magdalen Islands.

## Key takeaway messages from the Forum

**Education must meet communities where they are** – This is meant both physically and conceptually. Parents need to be able to send children to schools within a reasonable distance of their homes. If schools are closer, they may retain students through to graduation, contribute to an effective educational continuum and lower the likelihood of assimilation that can result if English-speaking students attend French-sector schools. Also, because English-speaking communities are vastly different throughout the province, programs should be tailored to the specific needs of each community.

**Be strategic and pragmatic** – In thinking about how to promote community vitality through education, Quebec’s English-speaking community must look at long- and short-term gains within the life of a government. As Colin Williams suggested, the community needs to be pragmatic and talk about helping the government with its own priorities. His recommendations included:

- Asking public servants what sort of recommendations can be acted on within the context of this government.
- Working with people already in your group to test out how things should be phrased (e.g., determining when the minority language issue does not have to be mentioned in moving forward on broader key policy issues such as poverty, quality of life, transportation).
- Translating your interest into a “public good” framework.
- Making an economic argument.
- Being creative and knowing what flies in the real world of politics.
- Working within the system to change it.

*“Civil servants who work in very tight environments will ask: how do I implement [ideas] without it making me into an activist or a lone star? Why not ask what sorts of recommendations civil servants can actually put into practice in the life of the government? Why not test ideas, re-phrase your recommendations so policy makers and program developers can work with them? For example, we can reduce the use of the word language, not talk about language in the recommendations and focus on issues like poverty or transport. You have to know what flies in the system, not just speak to other academics about what makes sense.”*

– Dr. Colin Williams, Cardiff University

**A coordinated voice** – We need a cohesive and coordinated voice to speak for the vitality of English-language schools and their communities.

**Break down the silos** – The metaphor of the “silo” arose frequently throughout the Forum in reference to so many English-language education programs and organizations working individually. Many said that this further illustrates the need for meeting places like this forum to bring together these different organizations to network, strategize and form a cohesive force for English-language education in Quebec. Silos need to be broken down not only within the education sector, but within and across a range of sectors, including business, health and social services.

**Mentorship is key** – The importance of mentorship in promoting a continuum of education was mentioned frequently. The Bishop’s Forum was offered as one example of best practice in mentorship. The Forum is held at Bishop’s University but run in partnership with other educational institutions that serve Quebec’s English-speaking community. One of the most effective ways to promote the Bishop’s Forum, which is designed to promote civic engagement

and leadership within the English-speaking community, was through mentors reaching out and encouraging students to attend the event. The second year this forum was held, the first-year class encouraged new students to take part.

**No clear way forward in building an inclusive curriculum, but a willingness to listen and work together** – Participants agreed that there had been fruitful and robust discussion at the Forum around whether to have culture and community history classes focused on English-speaking community content, or to have this content integrated into the mainstream classes focused on majority content for the most part. Participants acknowledged that there are a diversity of approaches on key issues around curriculum and that these need to be considered with respect as we move forward.

**Find opportunities to collaborate with the majority community** – Many people talked about the strategic importance of interaction and cooperation with Francophone majority institutions. The idea that the English-speaking community can or should evolve as a separate community apart from the majority is neither realistic nor desirable. “We need harmonized initiatives among English-speaking services and French-speaking services,” said Kate Le Maistre. “We are too small to go it alone.”

For example, William Floch explained that, in 2014-2015, the provincial government gave 8,200 grants to nearly 5,000 organizations totalling nearly a billion dollars. English speakers did not apply for many of these. In his view, they feel disconnected from the Quebec government, but there is receptivity from the provincial government. There is work to do when it comes to connecting communities to provincial government resources.

Michael Murray from the Eastern Townships School Board discussed collaboration with the French-language sector. They have had joint busing for 20 years with French-language schools. Now, mealtimes and busing are integrated. The students at one school speak French and English thanks to this integration with the French-language school. The issues of aligning calendars required energy, but the benefits have been enormous. “Attitude matters in this regard,” said Murray. “Let’s keep on looking to leverage our assets and collaborate with others in the region.”

# Conclusion

This forum was a first step in thinking about how to build community vitality through education.

Participants in the 2018 Forum were asked which topics would be of most interest for future forums. Education, Health and Social Services and Socio-Economic Status, and Identity ranked as the top three. Other suggestions included economic vitality of the English-speaking minority community, community collaboration, biliteracy, popular education networks and their place in community vitality, creating synergy between English-speaking communities, community service and Indigenous education.

It was also suggested that QUESCREN should track collaboration and partnerships that grew out of this conference.

# APPENDIX I

## Acronyms and Abbreviations

ABEE – Advisory Board on English Education

ACS – Association for Canadian Studies

CAQ – Coalition Avenir Québec

CEDEC – Community Economic Development and Employability Corporation

CLC – Community Learning Centres

EMSB – English Montreal School Board

EPCA – English Parents' Committee Association

ETRC – Eastern Townships Resource Centre

ILET – Inter-Level Educational Table

LCEEQ – Leadership Committee for English Education in Quebec

LEARN – Leading English Education and Resource Network

MEES – Ministère de l'Éducation et de l'Enseignement supérieur

OCOL – Office of the Commissioner of Official Languages

PCH – Canadian Heritage

QBBE – Quebec Board of Black Educators

QCGN – Quebec Community Groups Network

QESBA – Quebec English-language School Boards Association

QFHSA – Quebec Federation of Home and School Associations

QUESCREN – Quebec English-speaking Communities Research Network

SCPA – School of Community and Public Affairs, Concordia University

SRQEA – Secrétariat aux relations avec les Québécois d'expression anglaise

YES – Youth Employment Services

# APPENDIX II

## Forum Organizers: About QUESCREN and ILET

### Quebec English-Speaking Communities Research Network (QUESCREN)

Established in 2008, the Quebec English-Speaking Communities Research Network (QUESCREN) is a collaborative network of researchers, stakeholders and educational and other institutions that improves understanding of Quebec's English-speaking communities and promotes their vitality.

#### Mission

QUESCREN provides opportunities to promote the understanding and vitality of Quebec's English-language minority communities through research, training, knowledge mobilization, networking and outreach.

#### Vision

A healthy, complete and accessible English-language education system in Quebec that ensures attachment to the province and sustains and promotes the multifaceted vitality of its English-speaking communities.

#### Governance

QUESCREN is a joint initiative of the Canadian Institute for Research on Linguistic Minorities (Moncton) and Concordia University's School of Community and Public Affairs (Montreal). Our Advisory Board and Inter-Level Table bring together representatives from Quebec's post-secondary institutions and other stakeholders. Our researcher-members provide interdisciplinary expertise on questions relating to English-speaking Quebec.

#### Activities

- **Educational networking:** mobilize the higher education sector around community vitality issues
- **Events:** bring together researchers and research users around community topics
- **Bibliography:** provide an up-to-date knowledge base on the state of research
- **Newsletter:** share news about events, opportunities and recent publications
- **Researcher directory:** connect specialist researchers with partners
- **Research:** coordinate and participate in research groups
- **Training:** provide students with career-development opportunities

## Inter-Level Educational Table (ILET)

In 2017, QUESCREN created the Inter-Level Educational Table (ILET), which brings together representatives of Quebec's English-language educational institutions and associations, along with community groups and the public sector. It aims to stimulate community vitality through the education sector. QUESCREN supports ILET's activities, which are as follows:

### Research Action Plan

ILET promotes research on Quebec's English-speaking communities through its active support for QUESCREN's development of a major research grant (SSHRC Partnership), biennial community-building forums, an online researcher directory and other research-related activities.

### Educational Action Plan

To enhance Quebec's English-speaking community vitality, ILET supports activities promoting the continuum of Quebec's English-language educational offer and the collaboration of English-language educational institutions.

The Minority Community Vitality Through Education Forum is ILET's first biennial community building forum.

### ILET Members

ILET meetings (as of mid-2019) bring together the following participants:

- **Alix Adrien**, President, Quebec Board of Black Educators (QBBE), and Principal, LaSalle Elementary School, Junior Campus
- **Richard Bourhis**, Professor Emeritus, Department of Psychology, Université du Québec à Montréal (UQAM)
- **Anthony Di Mascio**, Associate Professor, School of Education, Bishop's University
- **Linton Garner**, President, Quebec Federation of Home and School Associations (QFHSA)
- **Debie Germann**, Vice-President, English Parents' Committee Association (EPCA)
- **Cheryl Gosselin**, Professor, Sociology & Women's Studies, Bishop's University; Director, Eastern Townships Resource Centre (ETRC)
- **Kimberley Hamilton**, Director of Communications and Special Projects, Quebec English School Boards Association (QESBA)
- **Debbie Horrocks**, Director, Provincial Resource Team – CLC Network, Leading English Education and Resource Network (LEARN)
- **Margo Legault**, Executive Director, Literacy Quebec
- **Brian Lewis**, Professor, Department of Communications Studies, and Co-Director, QUESCREN, Concordia University
- **John McMahon**, Director General, Vanier College
- **Sylvia Martin-Laforge**, Director General, Quebec Community Groups Network (QCGN)
- **Roma Medwid**, Leadership Committee for English Education in Quebec (LCEEQ)

- **Dominique Michaud**, Director, Research Development, Office of Research, Concordia University
- **Grant Myers**, CEDEC/Labour Market Information Network
- **Brian Rock**, Quebec Federation of Home and School Associations
- **Erich Schmedt**, Special advisor, John Abbott College
- **Richard Schmid**, Professor and Chair, Department of Education; member of the Centre for the Study of Learning and Performance (CSLP), Concordia University
- **Lynn Travers**, Secretary, Advisory Board on English Education (ABEE), Ministère de l'Éducation et de l'Enseignement supérieur (MEES)
- **Paul Zanazanian**, Associate Professor, Department of Integrated Studies in Education, McGill University
- *Observer:* **Boyd Lavallée**, Direction du soutien au réseau éducatif anglophone, Ministère de l'Éducation et de l'Enseignement supérieur
- *Observer:* **Lisa Storozuk**, Liaison Officer, Ministère du Conseil Exécutif, Secrétariat aux relations avec les Québécois d'expression anglaise
- *Observer:* **Martin Durand**, Research Manager, Official Languages Branch, Policy and Research Directorate, Canadian Heritage (PCH)
- *QUESCREN staff member:* **Lorraine O'Donnell**, Coordinator-Researcher, QUESCREN, and Affiliate Assistant Professor, School of Community and Public Affairs, Concordia University
- *QUESCREN staff member:* **Patrick Donovan**, Associate Coordinator, QUESCREN

# APPENDIX III

## Forum Program

**QUESCREN FORUM: Minority Community Vitality through Education**  
**October 28-30, 2018**  
**Concordia University, Montreal**

### **Welcome statement from the Secrétariat aux relations avec les Québécois d'expression anglaise**

The Secrétariat aux relations avec les Québécois d'expression anglaise (SRQEA) is honoured to welcome you to the Minority Community Vitality Through Education Forum. Research in Canada and abroad underscores the importance of education to minority group vitality.

The Secretariat is pleased to be able to sponsor the Forum which will encourage sharing of experiences in Québec and beyond and across sectors.

The Forum will be a space for fruitful dialogue by practitioners, policy-makers and researchers. Collectively, we will address challenges and opportunities within Québec's English-language education sector for promoting community vitality.

Our thanks go to QUESCREN, its Inter-Level Educational Table, and their partners for leadership and engagement in creating the Forum. We are also grateful to you, the participants, for your help in ensuring that the Forum will make a lasting contribution to the vitality of English-speaking communities across Québec.

Please accept our best wishes for a successful forum.

### **Forum Context**

The "Minority Community Vitality Through Education" forum will explore ways in which minority language education can contribute to community vitality. Its focus will be Québec's English-speaking minority.

There have been English-speakers in Quebec for over 250 years. Today, 1.1 million Quebecers have English as their first official language; two thirds of this number have English as their mother tongue. Québec's English-speaking population is ethnically diverse and makes important social, economic and cultural contributions to the province. These communities are largely bilingual, well integrated in Québec, and committed to bridging cultural solitudes, while also nurturing links with international networks across the globe.

However, research shows that Québec's English-speakers face significant community vitality challenges. The vitality of a language community is "that which makes a group likely to behave as a distinctive and active collective entity in intergroup settings" (Giles, Bourhis & Taylor, 1977). Québec's English-speaking communities face vitality challenges in areas including education, employment, health, culture, access to services, outmigration, and newcomer and ethnocultural group integration.

## Objectives

The forum will assemble researchers, practitioners, community stakeholders and policy-makers. Its overall goal is to encourage mobilization around the development of a healthy and sustainable English-language educational offer in Quebec, from pre-K to university, that leads to student retention, access to good jobs in Quebec and a strong sense of identity and belonging.

Participants will obtain:

- Increased awareness of the education system's role in building community identity
- New opportunities to network and collaborate
- Knowledge of community socio-economic realities including poverty, and networks and resources that can be mobilized to address them.

## Outputs

- A collection of success stories and best practices.
- Strategic recommendations for decision-makers.

## Program Committee

- Marie-Josée Berger, Full Professor, Faculty of Education, Bishop's University
- Richard Bourhis, Professor Emeritus, Department of Psychology, Université du Québec à Montréal
- Patrick Donovan, Associate Coordinator, QUESCEN, Concordia University
- Kimberly Hamilton, Director of Communications and Special Projects, Quebec English School Boards Association (QESBA)
- Rita Legault, Director of Communications and Public Relations, Quebec Community Groups Network (QCGN)
- Brian Lewis, Professor, Department of Communications Studies, and Co-Director, QUESCEN, Concordia University
- Jennifer Maccarone, former President, Quebec English School Boards Association (QESBA)
- Dominique Michaud, Director of Research Development, Office of Research, Concordia University
- Lorraine O'Donnell, Affiliate Assistant Professor, School of Community and Public Affairs, and Coordinator-Researcher, QUESCEN, Concordia University
- Eric Schmedt, Executive Advisor, John Abbott College
- Richard Schmid, Professor, Department of Education, Concordia University
- Miles Turnbull, Full Professor and Vice-Principal Academic, Bishop's University
- Paul Zanazanian, Associate Professor, Department of Integrated Studies in Education, McGill University

## Financial Sponsors

- Government of Quebec
- Government of Canada
- Concordia University
- Canadian Institute for Research on Linguistic Minorities
- Via Rail
- Bishop's University
- Quebec Community Groups Network

**Day 1: Sunday, October 28, 9:00 AM**

### Opening Remarks<sup>1</sup>

- Steven Colpitts, Ministère de l'éducation et de l'enseignement supérieur.
- Lorraine O'Donnell, Concordia University
- Christopher Skeete, Government of Quebec

**Day 1: Sunday, October 28, 9:15 AM**

### Keynote

#### **Education and the Vitality of Official Language Minority Communities<sup>2</sup>**

Moderator: Michael Goldbloom, C.M., Bishop's University

Speaker: Raymond Thériège, Commissariat aux langues officielles

Outside of Quebec, French-language educational institutions are important cornerstones of Francophone community vitality. They play a role in identity construction and, at the post-secondary level, in conducting and disseminating research on the community itself. The growing appreciation in the English-speaking communities of Quebec, which is a relatively "young minority" by contrast, for greater synergy between the education and community sector is a sign of its growing political maturity. The experience of French-language educational institutions outside of Quebec since the Charter of Rights was introduced in 1982 can be instructive for English-speaking Quebec.

1 Video not available.

2 Read the notes for the address: <https://www.clo-ocol.gc.ca/en/news/speeches/2018/2018-10-28>.

**Day 1: Sunday, October 28, 10:45 AM**

## Concurrent Panels

### **ROOM A**

#### **PANEL**

#### **Connecting Education, Identity and Vitality<sup>3</sup>**

Speakers: Guy Matte, Canadian Foundation for Cross-Cultural Dialogue; Ali Chaisson, Société de l'Acadie du Nouveau-Brunswick

Education in the language of the minority is a fundamental element in the transmission of language and identity and essential to fostering community vitality. This panel will discuss the contribution of governments and institutions of learning to the vitality of Official Language Minority Communities in other provinces and what English-speaking Quebec can learn from their successful initiatives.

### **ROOM B**

#### **PANEL**

#### **Innovative Practices: from Hackathons to Makerspaces<sup>4</sup>**

Moderator: Linton Garner, Regional Association of West Quebecers

#### ***A Model of Growth for Emerging Leaders***

Speaker: Sonia Di Maulo, Concordia University

Using Living-Systems Theory, this model of growth for emerging leaders of all ages tells a visual story of growth in nature aligned to our own personal growth story. This presentation offers a new perspective on growth to the Learning Leader who is often concerned about how others learn. It offers an opportunity to assess learning and growth from the practitioner's point of view.

#### ***Project: Hackathon***

Speaker: Sarah Boily, Canadian Heritage

This presentation will describe lessons learned from the innovative Hackathon project that took place in Moncton, NB in 2017. Students and graduates worked to develop mobile or web applications to service Francophone minorities across Canada. The Government of Canada wishes to replicate this type of event, and is particularly interested in working with Quebec's English-speaking communities.

<sup>3</sup> Video available: <https://www.youtube.com/watch?v=Oj57qJjBuaY&list=PL0iUepVZGB-v3QnZ5cuC-3m02mPLzWXiiX&index=2&t=0s>

<sup>4</sup> Video not available.

### ***Makerspaces to Strengthen Communities***

Speakers: Ann-Louise Davidson, Concordia University; Nathalie Duponsel, Concordia University; Bojana Krsmanovic, Concordia University; Ivan Ruby, Concordia University

With the recent rise in popularity of the maker movement across the world, many schools, CEGEPs, universities, libraries and community centers are building makerspaces to facilitate experiential learning. In the midst of this buzz, Education Makers ([www.educationmakers.ca](http://www.educationmakers.ca)) have asked: How does maker culture enable communities to remain viable and develop expertise together? What roles can kids play in this process? In this panel, Dr. Ann-Louise Davidson and the Education Makers will discuss key findings from several studies they are currently conducting.

### ***Accent Quebec: French Immersion Programs in English-Language Schools***

Speakers: Marc-Albert Paquette, Canadian Association of Immersion Professionals

Co-authors: Solange Gasana, Office of the Commissioner of Official Languages; Gabrielle Guillon, Canadian Parents for French; Julie Paré, Leading English Education and Resource Network (LEARN); Suzanne Nesbitt, Lester B. Pearson School Board

The vitality of the English-speaking community goes through French as a second language (FSL) education. The Accent Quebec web platform hosts all FSL matters in the province. Targets are teachers and parents who are interested to go further in FSL taught in the classroom.

### **ROOM C**

#### **PANEL**

#### **Black Education and the Dilemma of Culture and Language<sup>5</sup>**

Moderator: Uzma Jamil, McGill University

A panel organized by the Black Community Resource Center (BCRC) in collaboration with the Black Studies Center, the Quebec Board of Black Educators, the Black Theatre Workshop and Lagos/Kola Readings.

The panel attempts to fill gaps in the history of Blacks in Quebec (and Canada), and show how the quasi-constitutional arrangements between British and French Settlers, underlined by the “notwithstanding clause,” negates the strategy of multiculturalism as a nation building concept, creating a cultural dilemma for Blacks and other minorities, and hindering the vitality of these groups. Panelists explore how the English speaking Black community can construct a unique Black identity, free of the constraints of Colonial assimilation and enriched by the Trans-Atlantic slave and triangular trade, by diversifying the reading curriculum and developing Black Canadian performance arts and literature.

#### ***Searching for an Identity /home in Exile: Canadian duality and the Colour line***

Speaker: Clarence Bayne, Concordia University

The presentation discusses how the Trans-Atlantic mercantilist trade system in slaves and goods, is a missing link in the History of Quebec and Canada. Quebec’s denial of its role in the triangular trade, which financed the development of the Maritimes and Quebec, and the emphasis on linguistic rights, mask the contributions of Black slave labour to the development of Eastern Canada. The rivalry between the two mainstream settlers, and the omission of historical facts from history books and school curriculums, exposes Blacks in Quebec to exclusion and racism because they are black, and linguistic discrimination, if they speak English.

5 Video available: <https://www.youtube.com/watch?v=wjG-MA-utKLE&list=PL0iUepVZGB-v3QnZ5cuC3m02mPLzWXiiX&index=3&t=0s>

### ***Arts as Education and Identity***

Speaker: Tyrone Benskin, Former MP

A primary form of mass “education” is acquired through culture, arts, and media. Knowledge through experience, creation, and practice is a form of education which we often don’t acknowledge, but are a party to. The proliferation of arts and media has a direct and tangible influence on how we perceive ourselves and others, which in turn has a profound effect on “identity”. The question is, what Black Theatre is, and how can it be used to understand and resolve conflicts, while attempting to reconstruct the self from the social ruins and displaced disposition, imposed on African slave populations, set adrift after emancipation in 1863.

### ***Diversifying the Reading Curriculum***

Speaker: Nigel Thomas, Writer

It’s necessary for youngsters to find themselves and their communities --i.e. their stories-- represented in the materials they study. It contributes to self-worth, which in turn creates psychologically healthier human beings, who’ll feel at home in the society. It also educates students of the host society. At the moment much of the education of the latter comes from Rap and other exaggerated audiovisual media, which give a distorted view of the “Other.” I will draw upon my own experiences as a high school and elementary school teacher (1976-1988) to explain the benefits of this.

## **ROOM D**

### **PANEL**

#### **What Would Be Lost If There Were No More English-Language Schools?<sup>6</sup>**

Moderator: Kate Le Maistre, Advisory Board on English Education (ABEE)

Speakers: Craig Olenik; David McFall, Western Quebec School Board; Helena Burke, Council for Anglophone Magdalen Islanders

Some commentators with no education background have proposed the abolition of linguistic school boards and that all schools in Québec should be bilingual. What would be the impact of this action on community vitality? The three panelists will discuss their experience with three of the many Québec communities where English is the predominant official language and their work to support and maintain these communities in the Magdalen Islands, Western Québec and Montreal Island.

**Day 1: Sunday, October 28, 12:00 PM**

## **Lunch**

6 Video available: <https://www.youtube.com/watch?v=ek7E9X-wfzdk&list=PL0iUepVZGB-v3QnZ5cuC3m02mPLzWXiiX&index=4&t=0s>

**Day 1: Sunday, October 28, 12:45 PM**

## Lunch Address

### **The View from Ontario<sup>7</sup>**

Moderator: Sylvia Martin-Laforge, QCGN

Speaker: François Boileau, French Language Services Commissioner of Ontario

The 1998 adoption of the Education Act granting Francophones exclusive management of their schools was a historic moment for the Ontario Francophonie. Since then, other steps forward have been made, and Ontario has over 100,000 students across more than 450 French-language schools, but several issues remain. Increased attention to the continuum of education is needed, starting with childcare services up to postsecondary education. On the demand side, exogamous families and the enumeration of Rights Holders who can send their children to French-language schools pose a challenge. On the supply side, unequal access to high school education of the same quality explains a significant rate of attrition in French language schools. Also, the shortage of qualified French teachers is an ongoing concern and foreign-trained teachers are needed. Looking towards the future, the creation of the Université de l'Ontario français is a positive milestone for the province. We have a lot to share with other jurisdictions and aim to serve as a model for other provinces.

7 Video not available.

**Day 1: Sunday, October 28, 1:15 PM**

## Concurrent Workshops

### **ROOM A**

#### **WORKSHOP**

### **Voice and Empowerment of Quebec Anglophone Youth<sup>8</sup>**

Moderators: Miles Turnbull, Bishop's University; Marie-Josée Berger, Bishop's University

Speakers: Chris Bourne, Dawson College; Denise Lauzière, Bishop's University; Jocelyn Grubb, Bishop's University; Heather Lawford, Bishop's University; Nicholas Backman, Freeman Law

The workshop addresses the question: how can Quebec Anglophone Youth develop and assert their voice and a greater sense of belonging to ensure contributions to decision-making and the future vitality of anglophone Quebec?

Part 1: introduction and goals (Miles Turnbull, Marie-Josée Berger); background and rationale for focussing on voice and empowerment among Anglophone minority youth (Denise Lauzière)

Part 2: Bishop's Youth Forum, 2017: reflections from student participants (Jocelyn Grubb, Nicolas Backman)

Part 3: 'adult' coaches from the Youth Forum share learnings (Nicolas Backman, Chris Bourne)

Part 4: researcher Heather Lawford presents analyses that she and Heather Ramey from Brock University developed based on Youth Forum data

The workshop will also include a period for open dialogue and provocative questions from the organizers.

8 Video available: <https://www.youtube.com/watch?v=M9sKxOwsp1I&list=PL0iUepVZGB-v3QnZ5cuC-3m02mPLzWXiiX&index=5&t=0s>

## ROOM B

### WORKSHOP

#### ABCs of Canadian Black History<sup>9</sup>

Moderators: Dorothy Williams, DaCosta-Angelique Institute; Linton Garner, Regional Association of West Quebecers

The workshop introduces a new innovative tool to introduce Black Canadian contributions within the historical development of Canada. The workshop features cross-curricular content adapted to the Quebec Education Program and touches upon various subjects from science to business to human rights. Includes games, puzzles and cards to facilitate learning, generate discussions, and to introduce diversity and inclusion modules in the classroom. Participants will have a hands-on experience and will leave with useful, thought-provoking materials. Participants are exposed to the Black historical narrative of this country, allowing them to experience a different narrative than that they have always accepted.

9 Video available: <https://www.youtube.com/watch?v=CnzCJU-v9aHk&list=PL0iUepVZGB-v3QnZ5cuC3m02mPLzWXiiX&index=6&t=0s>

## ROOM C

### WORKSHOP

#### The Future is Now: NEXTschool – a Community Learning Center for the NEXT Generation<sup>10</sup>

Moderators: Noel Burke, LEARN; Michael Canuel, LEARN

Of interest to researchers, community members, and educators alike - this workshop is a unique opportunity for 'energized leaders' to look into the near future of education. NEXTschool promises to transform our high schools using an integrated model of systems and design thinking. This presentation is a summary of the work of over sixty contributors to ten design teams. Participants will be engaged in exploring and responding to the various elements of this exciting prototype school.

10 Video available: <https://www.youtube.com/watch?v=9P-kxmNRFORM&list=PL0iUepVZGB-v3QnZ5cuC3m02mPLzWXiiX&index=7&t=0s>

**Day 1: Sunday, October 28, 4:00 PM**

## Town Hall

### **Do English-Language Schools Provide Adequate Cultural and Linguistic Integration Into French Quebec Society and Its Job Market?<sup>11</sup>**

Moderator: John McMahon, Vanier College

How can Quebec's English-speaking young people survive and thrive in Quebec? There is widespread agreement that educational institutions – schools, CEGEPs, universities – should give our young people bilingualism and biculturalism skills. These are necessary for easy linguistic, cultural and economic navigation in Quebec. This town hall will allow Forum participants to strategically analyze the situation by discussing these questions:

- Strengths: What are some best practices and success stories for cultural/linguistic integration in Quebec?
- Weaknesses: Where is there room for improvement?
- Opportunities: What external factors (resources, trends, funding sources, legislation) can help?
- Threats: What external factors represent obstacles?

The discussion starts with a research presentation on French language teaching in Quebec.

## *Introductory Talk*

### *Teaching French as a Second Language in Quebec: Perceptions and Motivation*

Speakers: Philippe Gagné, Vanier College; Maria Popica, John Abbott College

The purpose of this study is to determine exactly why more than half of students who attended an English school board institution obtain their diploma of collegial studies (DEC) without a working knowledge of French. The goal was to gauge respondents' perceptions of the French as a second language (FSL) education they received from primary school to college and what they thought of their learning experience. Developing an interdisciplinary teaching approach to cultural mediation is a potential solution for mitigating the impact of linguistic segregation in Quebec education.

11 Video available: <https://www.youtube.com/watch?v=n-BvLB0B8JTM&list=PL0iUepVZGB-v3QnZ5cuC3m02mPLzWXiiX&index=8&t=0s>

Day 2: Monday, October 29, 9:00 AM

## Opening Remarks<sup>12</sup>

Jason Camlot, Concordia University

Day 2: Monday, October 29, 9:15 AM

## Keynote

### Strategic Initiatives for Minority Language Education in the European Union<sup>13</sup>

Moderator: Richard Bourhis, UQAM

Speaker: Colin Williams, Cardiff University

The position of so-called 'minority languages' within the various education systems represented within the EU is varied and complex. Nevertheless, several comparative themes and challenges can be identified and interrogated by reference to the Official Language and Educational Strategies devised and applied at the national-region, the state and supra state levels. In implementing these strategies the fundamental concern is how advocates of 'minority language schooling' have had to balance their desire for legitimacy, growth and educational effectiveness with the democratic majority's concern with social uniformity, equity, value for money and the defence of their historical hegemonic position within the state structure.

<sup>12</sup> Video available: <https://www.youtube.com/watch?v=g-50vGwK270A&list=PL0iUepVZGB-v3QnZ5cuC3m02mPLzWXiiX&index=9&t=0s>

<sup>13</sup> Video available: <https://www.youtube.com/watch?v=g-50vGwK270A&list=PL0iUepVZGB-v3QnZ5cuC3m02mPLzWXiiX&index=9&t=0s>

Day 2: Monday, October 29, 10:45 AM

## Concurrent Panels

### ROOM A

#### PANEL

### Language and Culture in Schools and Universities<sup>14</sup>

Moderator: Patrick Donovan, Concordia University

#### *Official Minority Language Schools in Canada: A Comparative Analysis of Québec and Ontario*

Speaker: Diane Gérin-Lajoie, University of Toronto

For linguistic minorities around the world, school can play an essential role in maintenance of the minority language and culture. It becomes, then, a linguistic "community", where parents, students and members of the minority at large share common values. The proposed paper looks at the official discourse in Québec and Ontario in regards to minority language education. In the case of Ontario, the safeguard of the minority language and culture is at the core of this mandate. In Québec, the discourse appears to be different. Based on research conducted in several school settings in both provinces, I will discuss how school educators in these two contexts perceive the role of their institution.

<sup>14</sup> Video available: <https://www.youtube.com/watch?v=7C8btj-mCtOM&list=PL0iUepVZGB-v3QnZ5cuC3m02mPLzWXiiX&index=10&t=0s>

### ***The Rise and Fall of English Quebec Studies***

Speaker: Brendan O'Donnell, Independent Researcher

Interest in English Quebec, its history, institutions and diverse ethnic, religious and regional communities, has grown exponentially over the last four decades. During this same period, there was one crucial area where interest in English Quebec withered and died: in English-language university programs in Quebec. This presentation will outline the rise and decline of English Quebec studies, and the paradox of the growth of available academic material with the seemingly political incorrectness of teaching English Quebec studies within the province's three English-language universities.

## **ROOM B**

### **PANEL**

#### **Youth Retention<sup>15</sup>**

Moderator: Rita Legault, Quebec Community Groups Network

#### ***Decisions by Members of the English-Speaking Community on Whether to Stay or Leave Quebec***

Speaker: Samuel Dupéré, Statistics Canada

Using data from the 2016 Census, the presentation focuses on the internal migration and settlement of Quebec's English-speaking community. It will provide a statistical portrait to inspire people to come up with their own hypotheses and interpretations, and advise people on how to use census data and field questions about the variables or the data itself.

#### ***Should I Stay or Go? Retention of English-Speaking Students Post-Graduation in Quebec***

Speaker: Paul Holley, Association for Canadian Studies

English-speaking students in Quebec were surveyed in 2016 to find out the principal factors that drive them to remain in or leave the province upon the completion of their education. The presentation will highlight the results of a regression analysis used to predict the likelihood that students would stay in Quebec upon graduation. The study will also look at how English-speaking students engaged with the French-speaking community while in Quebec.

#### ***Language, Employment, and Regional Retention/ Employment of John Abbott College Graduates***

Speakers: Douglas Brown, John Abbott College; Joanne Ross, John Abbott College

Findings of John Abbott survey of regional origins of students, their intentions and motivations to work in regions of Quebec other than Montreal, and significance of their French competency level.

#### ***Modernizing the Youth Employment Strategy***

Speaker: Denise Gareau, Employment and Social Development Canada

Overall, youth retention strategies focus on education, training, career opportunities, as well as youth engagement demonstrating that retention requires a combination of efforts in order to successfully retain youth. Active engagement with youth also increases the likelihood of them staying. Because enhancing youth employment opportunities through entry level or temporary positions is critical for communities and for Canada more broadly, the Government of Canada has made significant investments in the YES. This presentation will highlight what the Government of Canada is doing to enhance youth employment programming and ensure they better respond to the needs of youth.

15 Video available: <https://www.youtube.com/watch?v=XI2EF-gjrWNw&list=PL0iUepVZGB-v3QnZ5cuC3m02mPLzWXiiX&index=11&t=0s>

## ROOM C

### PANEL

#### **Early Childhood Education for English-speaking and Indigenous Communities<sup>16</sup>**

Moderator: Sharon Coyle, Cégep de Sept-Îles

#### ***Early Childhood in English-Speaking Communities: A Critical Period for Education, Health and Community Vitality***

Speakers: Cathy Brown, Committee for Anglophone Social Action; Russ Kueber, Community Health and Social Services Network

This presentation will start by introducing the Community Health and Social Services Network (CHSSN) and a brief contextual overview of their journey in early childhood development over the past half-decade. A response to supporting early childhood needs in Quebec will be shared including the presentation of a provincial framework entitled Bright Beginnings: An adapted approach to supporting English-speaking children (0-5) and families. The final part of the presentation will provide recent developments in the community sector, propose opportunities for collaborative action and make a solid argument for early childhood in English-speaking communities as a critical period for education, health and community vitality.

#### ***Fostering the Health and Well-Being of Children and Families Through Innovative Community and Public Partnerships***

Speakers: Danielle Lanyi, Connexions Resource Centre; Roya Abouzia, Heritage College

The presentation will highlight two key activities, the School Readiness Kit and the Itsy-Bitsy Tots Playgroup, that are addressing the needs of parents with children 0 – 5 in the Outaouais. The origins and objectives of each initiative will be explained as well as the contributions from the various and diverse partners. The presentation will also demonstrate how engaging the community and partners contributes to the community's vitality and the health and well-being of children and families.

#### ***The Place of Learning of Precious Families – Bridging a Proud Past with a Bright Future***

Speakers: Melissa Lasante, Step by Step Child and Family Center; Natalie Beauvais, Step by Step Child and Family Center;

Step by Step Child and Family Center, located in Kahnawake QC, strives to provide an accepting and nurturing environment for each of our children and their families. Through caring for our children in ways that are grounded in our culture and traditions, and by working collaboratively with families and community organizations, our vision is to preserve the Kanien'kehà:ka language, culture and identity. By building strong relationships between children, families, caregivers and the community at large, we aim to provide our young people with culturally relevant learning experiences. In our efforts to foster each child's physical, cognitive, and social-emotional development, we are continually striving to ensure that we are successful in bridging a proud past with a bright future.

16 Video available: <https://www.youtube.com/watch?v=Rm34-ZU0Ro&list=PL0iUepVZGB-v3QnZ5cuC3m02mPLzWXiiX&index=12&t=0s>

## **ROOM D**

### **PANEL**

#### **English Language Education in Quebec: Canadian and Welsh Perspectives<sup>17</sup>**

Moderator: Lynn Travers, Advisory Board on English Education (ABEE)

##### ***The Decline of the English School System in Quebec***

Speaker: Richard Bourhis, UQAM

The English school system in Quebec dropped from 256,251 pupils in 1972 to 83,424 pupils in 2015, an impressive 68% drop in enrolment. Factors such as net outmigration of 310,000 Anglophones from Quebec, low birth rate, and laws restricting access to English schools, help account for this decline. These laws were enacted to protect the French language, yet students in English schools obtain higher scores in French than those obtained on the same exams by pupils in the French school system. We discuss implications of these trends for the future of the English school system in Quebec.

##### ***Language Vitality in Action: Language Profiles of French and English Minority Schools in Canada***

Speaker: Rodrigue Landry, Canadian Institute for Research on Linguistic Minorities

This presentation will analyze the sociolinguistic profiles of high school students in Quebec English language schools and in French language schools in the rest of Canada (ROC). The different vitality contexts of these English and French school settings help account for the distinctive language socialisation experiences and psycholinguistic development of official minority high school students.

#### ***From the Cradle to the Grave: Bilingual Education in Wales***

Speaker: Colin Williams, Cardiff University

This presentation will select examples of best practice and robust initiatives designed to embed Welsh-medium education within the statutory education system in Wales. It will also highlight advances in the Welsh for Adult sector and the Higher Education and Further Education sectors by illustrating the impact of Y Coleg Cymraeg Cenedlaethol (The National Welsh College) on the attempt to build skills capacity in hitherto under developed professions such as Health and Social Care, the Law and STEM subjects. The education system is the key to the nurturing of new Welsh speakers and the presentation will conclude with an overview of the opportunities and challenges which this represents.

**Day 2: Monday, October 29, 12:00 PM**

### **Lunch**

17 Video available: <https://www.youtube.com/watch?v=trcX9coOzk&list=PL0iUepVZGB-v3QnZ5cuC3m02mPLzWXiiX&index=13&t=0s>

Day 2: Monday, October 29, 1:15 PM

## Concurrent Workshops

### ROOM A

#### WORKSHOP

##### Research on Quebec English-Language Education; Beyond the Numbers<sup>18</sup>

Moderators: Martin Durand, Canadian Heritage; Sarah Manolson, Ben Eleventh Consulting

Speakers: Emma Legault, LEARN; Geneviève Légaré, MEES-DSCA; Emma Legault, LEARN, Rodrigue Landry, Canadian Institute for Research on Linguistic Minorities

Situation: Research on Quebec English-language education presents many challenges: data collection, data sharing, multiplicity of jurisdictions, lack of communications, etc. Administrators, teachers, public servants, researchers, and local associations would all benefit from learning who the actors are, the kind of information being collected, how it can be shared and what role they can play in this research continuum.

Goals:

- Showcase research findings
- Increase understanding of who produces data/research, in what form and systems.
- Identify challenges to conducting research on Quebec's English-language education system and possibilities for collaborative partnerships.
- Increase awareness, network and reinforce the continuum of the English-language educational offer.

18 Video available: <https://www.youtube.com/watch?v=yChTE7VvSc&list=PL0iUepVZGB-v3QnZ5cuC-3m02mPLzWXiiX&index=14&t=0s>

### ROOM B

#### WORKSHOP

##### Integrated Skills Training for Indigenous and Minority Anglophones in Quebec<sup>19</sup>

Moderator: Kelly Boutilier, CEDEC

This session will share the history behind the Co-op Vocational Training program and how it changed from a course to train pilots in Northern Cree communities, to an integrated training program training Indigenous and minority Anglophones in the skills they need to access employment in their local tourism industry. Workshop participants will understand how this model could be transferred to other industries and populations, mistakes to avoid, and practical strategies which can be applied to launch similar initiatives.

19 Video available: <https://www.youtube.com/watch?v=wrORDT5yby0&list=PL0iUepVZGB-v3QnZ5cuC-3m02mPLzWXiiX&index=15&t=0s>

## ROOM C

### WORKSHOP

#### Positive Communication to Increase Community Well-Being<sup>20</sup>

Moderator: Sonia Di Maulo, Concordia University

When we use Positive Communication, we elevate the best in others and have an honest, open conversation that takes the relationship and the performance to the next level. The impact to school administrators, teachers, parents, and managers is hopeful: powerful conversations, clear expectations, successful outcomes, thriving people, teams, schools, and organizations. By the end of the session, you will be able to: describe positive communication principles; self-Assess your communication style: thoughts, words, and body language; list your personal benefits for using positive communication on a daily basis; use positive communication to improve your relationships; plan to use the communication framework to cultivate positive action and transform your world.

## ROOM D

#### Literacy and Plain Language: Practical Tools<sup>21</sup>

Moderators: Margo Legault, Literacy Quebec; Wendy Seys, Yamaska Literary Council

The workshop presents a portrait of literacy in Canada and Quebec and highlights issues facing the English-speaking community in Quebec. It concludes with a presentation and hands-on practice using tools and strategies based on principles of Plain Language to reach an audience that includes adults with low literacy.

20 Video available: <https://www.youtube.com/watch?v=-71g33XLplw&list=PL0iUepVZGB-v3QnZ5cuC-3m02mPLzWXiiX&index=16&t=0s>

21 Video available: <https://www.youtube.com/watch?v=efboYr-N00i0&list=PL0iUepVZGB-v3QnZ5cuC3m02mPLzWXiiX&index=17&t=0s>

## Day 2: Monday, October 29, 4:00 PM

### Town Hall

#### Changing Attitudes and Mindsets for Re-Imagining English-Speaking Quebec and Making Positive Change<sup>22</sup>

Moderator: Paul Zanazanian, McGill University

Speakers: Bronwen Low, McGill University; Janine Metallic, McGill University; John Commins, Nunavik Sivunitsavut

Mutual feelings of threat and insecurity continue to impact how Quebec's French and English-speaking communities view and communicate with each other. Needs and concerns of the community's marginalized sub-groups seem to particularly be pushed aside. This process further silences First Nations' own specific needs and legitimate grievances. This town hall allows us to discuss: How we transform mindsets to embrace new attitudes and habits for positive change in light of the common good? The aim is to exchange information and possibly co-create new ways of making sense of the complex realities that underlie and guide the difficult relationships between all these groups in Quebec.

22 Video available: <https://www.youtube.com/watch?v=lYd-B8G9HIKM&list=PL0iUepVZGB-v3QnZ5cuC3m02mPLzWXiiX&index=18&t=0s>

Day 3: Tuesday, October 30, 9:00 AM

## Opening Remarks<sup>23</sup>

Brian Lewis, Concordia University

Day 3: Tuesday, October 30, 9:15 AM

## Keynote

### The English-Language School System in Québec: Who Cares?<sup>24</sup>

Moderator: Brian Lewis, Concordia University

Speaker: Kate Le Maistre, Advisory Board on English Education (ABEE)

The move to a linguistic school system in Québec has been described as a double-edged sword for the English speaking community, taking some of the blame for the declining enrollment in English-language schools. Yet the system continues to do a good job of graduating well-qualified young adults, ready to take their place in Québec society. The Advisory Board on English Education has been active in advising successive ministers of education about the particular qualities of English-language schools and centres for 26 years and continues to advocate for equitable, as opposed to equal, consideration.

23 Video available: <https://www.youtube.com/watch?v=B-VxXbxHtV0Y&list=PL0iUepVZGB-v3QnZ5cuC3m02mPLzWXiiX&index=19&t=0s>

24 Video available: <https://www.youtube.com/watch?v=B-VxXbxHtV0Y&list=PL0iUepVZGB-v3QnZ5cuC3m02mPLzWXiiX&index=19&t=0s>

Day 3: Tuesday, October 30, 10:45 AM

## Concurrent Panels

### ROOM A

#### PANEL

### Defining and Measuring Community Vitality<sup>25</sup>

Moderator: Emilie Martel, Concordia University

#### *Theoretical Framework of Community Vitality*

Speaker: Richard Bourhis, UQAM

Community vitality was defined as that which makes a group likely to behave as a distinctive and active collective entity in intergroup situations. On the language policy front, governments such as Canada enshrined institutional support for the vitality of its official language minorities within its French/English official bilingualism laws. This presentation will examine the theoretical framework and indicators used to measure vitality.

#### *Vitality profiles of an English-speaking minority living in a situation of vulnerability and access to education and health services*

Speaker: Jan Warnke, McGill Project

Using Canadian Census data (2011), we identified profiles of material and social vulnerability based on key social determinants of health and associated them with the English-speaking minority of the Québec City metropolitan areas of the Central Québec School Board and of Jeffery Hale Hospital. The analysis of these profiles was used to identify the number of English-speaking children living in vulnerable situations within the Québec metropolitan area and their degree of access to English language health services. The results will be used to orient local service policies likely to help this vulnerable English-speaking minority in the Québec national capital.

25 Video available: <https://www.youtube.com/watch?v=Q1oYTEkCXow&list=PL0iUepVZGB-v3QnZ5cuC3m02mPLzWXiiX&index=20&t=0s>

## ROOM B

### PANEL

#### **Regional Outreach through Art, Health, Community Building and Indigenous Initiatives<sup>26</sup>**

Moderator: Cindy Finn, Lester B. Pearson School Board

#### ***Impact and Results of the Health and Social Services Community Leadership Bursary Program at McGill***

Speakers: Amélie Lampron, Université Laval

Co-author: Marie-Pierre Gagnon, Université Laval

The purpose of the Health and Social Services Community Leadership Bursary Program is to offer bursaries to English-speaking health care students from selected regions who demonstrate a meaningful commitment to their community. These bursaries promote education by providing students with substantial financial support while inciting them to make a commitment to returning to their community upon completing their studies. This commitment aims to promote access to health care in English-speaking communities and, by extension, foster the vitality of these minority groups. This presentation will examine the impact and outcomes of the bursary program.

#### ***The Community Learning Centre Initiative (community-oriented education)***

Speakers: Emma Legault, LEARN; Debbie Horrocks, LEARN

This presentation will offer a general overview of Quebec's Community Learning Centre Initiative (CLC), a community-oriented educational movement involving 85 English-language schools situated in remote, rural and urban communities. Join us to learn more about some of the innovative ways community schools foster civic engagement and contribute to the vitality of their communities.

#### ***Nunavik Sivunitsavut Project***

Speaker: Evie Mark, Nunavik Sivunitsavut

Nunavik Sivunitsavut (NS) is a post-secondary educational partnership between John Abbott College and Nunavik which was formally implemented in Fall 2017. The College in collaboration with five major regional organizations has developed a program unique to Quebec which offers one year of courses in Inuit and circumpolar history, governance, politics, culture and language. One of the primary goals of Nunavik Sivunitsavut is to provide young Nunavimmiut with the opportunity to understand the current cultural, socio-economic and political context of Nunavik, as well as how their region fits into the larger context of Quebec, Canada, and the world. The regional organizations have developed a vision of what they believe constitutes a culturally relevant education. The vision of Nunavik Sivunitsavut is to foster inuqiniq, or personal autonomy in the students.

#### ***Artists in English-speaking Schools and Communities: An Ecological Partnership Model***

Speakers: Christie Huff, English Language Arts Network (ELAN)

Co-author: Tiina Kukkonen, Queen's University

Quebec boasts a vibrant English-speaking arts and culture sector that can be leveraged to enhance the quality and sustainability of education, as well as promote "a sense of pride and belonging" within English communities through arts engagement. Premised on this potential, the Arts, Communities, Education (ACE) Initiative is an ongoing multi-phase project initiated by the English Language Arts Network (ELAN) aimed at connecting artists and arts organizations with English-speaking schools and communities across the province. This presentation will explore an ecological model of partnerships that recognizes the co-learning and mutual exchange, and discuss future directions for the project, such as the importance of connecting with teacher training programs and higher education institutions.

26 Video available: <https://www.youtube.com/watch?v=5yq3W2T8JK0&list=PL0iUepVZGB-v3QnZ5cuC-3m02mPLzWXiiX&index=21&t=0s>

## ROOM C

### PANEL

#### **Students Requiring Special Consideration<sup>27</sup>**

Moderator: Lorraine O'Donnell, Concordia University

#### ***Putting Young Carers on the Map***

Speaker: Ella Amir, AMI-Quebec

In Canada, over 1.18 million youth provide an increasing level of unpaid care to family member(s) with a chronic illness, disability, mental health or substance use issue and/or problems related to old age. While caregiving can have many benefits, significant time away from friends and school, social isolation and heightened stress can impact school retention. Proper policies and programs to support young carers in the English community, therefore, can have a positive impact on the vitality and capacity building of the community. The presentation will refer to programs and policies in Canada (very few), the UK and Australia and could serve as a springboard for further exploration.

#### ***Parent-School Interaction from the perspective of immigrant women parenting alone school children in Quebec***

Speaker: Aurelia Roman, Concordia University

The first study in Quebec on this topic explores the implication of single motherhood at the intersection of immigration, language policies and education in Quebec. In her Ph.D. research, Aurelia combines system theories and intersectionality to better understand social interactions between systems, people and educational environments. Disproportionate numbers of immigrant children and youth underperform academically or leave high school before completion, including in Quebec. While educators believe that the academic dis(advantage) of immigrant children is connected to low parental engagement, immigrant parents report that schools show a lack of appreciation for their cultural heritage, race and ethnic origin. The presentation includes preliminary findings from interviews conducted in English with immigrant women parenting alone school children enrolled in the French public school system in Quebec.

#### ***Early Literacy Resources for Vulnerable or At-Risk Populations***

Speaker: Elizabeth W. Warwick, Concordia University

The Learning Toolkit+ is a suite of five bilingual, free, evidence-based and evidence-proven tools designed to support the development of literacy (ABRACADABRA and READS), numeracy (ELM), inquiry (IS-21) and other competencies within an environment that encourages self-regulated learning and student ownership (ePEARL). ABRACADABRA (ABRA) promotes the teaching and learning of English and French reading and writing skills among youngsters, especially those at risk of school failure. The LTK+ has been used successfully with students of all abilities and across many different socio-economic and cultural contexts.

27 Video available: <https://www.youtube.com/watch?v=H-HZkLkP3V8c&list=PL0iUepVZGB-v3QnZ5cuC3m02mPLzWXiiX&index=22&t=0s>

***Choosing an English-language CEGEP and the experiences of young francophones in Quebec studying in English***

Speaker: Karine Vieux-Fort, Université Laval

Our doctoral project examines the academic, professional and personal backgrounds of francophones who are subject to Bill 101 but completed their studies at an English-language CEGEP. As participants were already working at the time, we conducted our 37 biographical interviews retrospectively. The goal of our presentation to discuss, firstly, the results on the choice of an English-language college, and secondly, the experiences of those who pursued their CEGEP studies in English. The results shed light on the reality of English-speaking colleges whose student population is made of up various ethnolinguistic groups.

**ROOM D**

**PANEL**

**Ensuring Community Vitality Through Education<sup>28</sup>**

Moderator: Richard Schmid, Concordia University

Speakers: Geoffrey Chambers, QCGN; Russell Copeman, Quebec English School Boards Association (QESBA)

Developed by minority languages experts and community groups across Canada, Canadian Heritage's Frame of Reference for the vitality of Official-Language Minority Communities states that education is a fundamental element in the development and transmission of language and identity. This panel will discuss the role of various players – government, institutions, parents, teachers, community – in ensuring that our schools play a vital role in transmitting our language and culture to a future generation of English-speaking Quebecers.

28 Video available: <https://www.youtube.com/watch?v=P-2da8OuY4ro&list=PL0iUepVZGB-v3QnZ5cuC3m02mPLzWXiiX&index=23&t=0s>

**Day 3: Tuesday, October 30, 12:00 PM**

**Lunch**

**Day 3: Tuesday, October 30, 12:45 PM**

**Lunch Address**

**Reflections on Community Capacity and Educational Outcomes Based on Emerging Evidence<sup>29</sup>**

Moderator: Aurelia Roman, QUESCREN Researcher-member, Concordia University

Speaker: William Floch, Government of Quebec

**Day 3: Tuesday, October 30, 1:15 PM**

**Concurrent Workshops**

**ROOM A**

**WORKSHOP**

**Teaching the History of English-Speaking Communities & Its Impact on Sense of Belonging<sup>30</sup>**

Moderators: Ben Loomer, LEARN; Katherine Dimas, Community Learning Centres Initiative

Schools and community can engage in mutually beneficial collaborations to enhance student success and community vitality. In this vein, this workshop explores opportunities for community groups to partner with schools and youth groups to develop projects that support student engagement in the histories of Quebec's linguistic minority. The workshop features real-life examples, a facilitated discussion and small group work. It uses a Service Learning framework and bilingual project planning resources developed by LEARN.

29 Video not available.

30 Video available: <https://www.youtube.com/watch?v=e-b6UNSiRxM&list=PL0iUepVZGB-v3QnZ5cuC3m02mPLzWXiiX&index=24&t=0s>

## ROOM B

### WORKSHOP

#### John Abbott College Career Programs and Community Vitality<sup>31</sup>

Moderators: Douglas Brown, John Abbott College; Sarah Manolson, Ben Eleventh Consulting

Speakers: Belinda Gare, Emma Judd, Francine Trudeau, François Chenier, Gloria Jaramillo, Laura Ricotta, Martin Poirier, Melanie Brais, Nabil Khalid, Paul Chablo, all from John Abbott College

Three-year Cegep technological and professional programs are directly relevant to Community Vitality factors such as employment, mastering French, social integration, intergenerational relations, regional retention, community leadership, and access to health and social services. Robust institutions, English colleges maintain close links to English-speaking communities and meet the social and educational aspirations of francophone and immigrant students. Within their multi-faceted institutions and Quebec society, Career Programs reinforce identity formation, social integration, and sustainable communities.

Faculty from Nursing, Dental Hygiene, Police Technology, Correctional Intervention, Business, and Biopharma will lead participants to fuller understandings of the community and networking potential of Career Programs

## ROOM C

### WORKSHOP

#### Skills Training for English-Speaking Youth and Young Adults: Innovative Approaches and Lessons Learned<sup>32</sup>

Moderators: Christine Boyle, Quebec Community Groups Network (QCGN)

Speakers: Annalise Iten, YES; Bonnie Zehavi, DESTA Black Youth Services; Helena Burke, CAMI; Jayme Marrotte, Phelps Helps; Jo-An Audrey Jette, Park Extension Youth Organization; Katie Lowry, Phelps Helps

The QCGN, through its Community Innovation Fund, has funded community groups serving the English-speaking population of Quebec. Several have undertaken innovative social initiatives regarding skills training, education and employment. Five fund recipients will present their projects: Youth Employment Services, DESTA, Council for anglophone Magdalen Islanders, Phelps Helps, Park Extension Youth Organization. The presentations would be followed by an audience-driven panel discussion on education, skills training and employment for English-speaking youth, and young adults.

31 Video available: [https://www.youtube.com/watch?v=qEn\\_7p-McKVg&list=PL0iUepVZGB-v3QnZ5cuC3m02mPLzWXiiX&index=25&t=0s](https://www.youtube.com/watch?v=qEn_7p-McKVg&list=PL0iUepVZGB-v3QnZ5cuC3m02mPLzWXiiX&index=25&t=0s)

32 Video available: <https://www.youtube.com/watch?v=t2Q4HRMDOGm&list=PL0iUepVZGB-v3QnZ5cuC3m02mPLzWXiiX&index=26&t=0s>

## ROOM D

### BY-INVITATION ONLY WORKSHOP

#### QUESCREN Researcher Members Collaborate for Community-Based Research<sup>33</sup>

Moderators: Chedly Belkhodja, Concordia University

Speakers: Jason Camlot, Concordia University; Richard Bourhis, UQAM

Goal: This by-invitation event will bring together Quescren researcher-members and collaborators to start developing joint research projects including funding applications.

Agenda: Discuss researcher interests, priorities and possible contributions to joint projects; community research needs; and how we can work together.

Preliminary list of research areas:

1-Arts, culture, identity, history, education and heritage

2-Education; youth training and retention

3-Employment, poverty, social exclusion/inclusion

4-Immigration, migration and mobility

**Day 3: Tuesday, October 30, 4:00 PM**

## Town Hall

### Developing a Continuum of English-Language Educational Offer in Quebec<sup>34</sup>

Moderator: Marie-Josée Berger, Bishop's University

This town hall will wrap up the three days of the QUESCREN forum. The discussion will address the following questions about the forum: What have we learned over the three days? What recommendations do we have for decision-makers? Where do we go from here?

33 Video not available.

34 Video available: <https://www.youtube.com/watch?v=7d-pWxP-fspl&list=PL0iUepVZGB-v3QnZ5cuC3m02mPLzWXiiX&index=27&t=0s>

# APPENDIX IV

## List of forum presenters

**Note: these biographies were written mid-2018.**

**Roya Abouzia** is the Academic Dean at Cégep Heritage College in beautiful Gatineau, Québec. Motivated by bringing together people and ideas, and with the ever-changing landscape of education regulation and pedagogy, the challenge remains the bringing together of all stakeholders for the collective effort and success of the college, program, and students.

**Ella Amir**, PhD, MBA, is the Executive Director of AMI-Québec. She was the chair of the Family Caregivers Advisory Committee at the Mental Health Commission of Canada since its inception (2017-2012), and is a member of the Commission's Advisory Council since 2013.

Born and raised in Montreal, **Nicholas Backman** graduated from the McGill Faculty of Law with a B.C.L./LL.B. degree in 2016. Since January of 2017, he has worked as a civil litigation lawyer at Freeman Law. In 2017, Nicholas was a Bishop's Forum participant and in 2018, he came back as a co-coach.

**Clarence S. Bayne**, a published poet, social economy theorist, and award winning community activist, is Professor Emeritus, John Molson School of Business; Director, Institute for Community Entrepreneurship & Development, and Senior Editor in Chief, International Journal of Community Development and Management Studies, (Concordia). He is also President of the Black Community Resource Centre, and Chair of the Secretariat of the Black Community Forum.

**Natalie Beauvais**, Executive Director of Step by Step Child and Family Center was born and raised in Kahnawake, Mohawk Territory. She sits on the First Nation Regional Childcare Committee, networks with an Indigenous Working group in the area of childcare, and is currently involved with the Ministry of Families in First Nations initiatives for children. Natalie leads Step by Step by working in collaboration with the community to ensure that culture, identity, and traditions are the foundation of our learning.

**Chedly Belkhodja** is Professor and principal, School of Community and Public Affairs, Concordia University. He obtained his PhD in Political Science at l'Université de Montesquieu (Bordeaux, France) and an MA in Political Science from Université de Montréal. He was director of the Atlantic Metropolis Centre and is currently a Co-Investigator in the Pathways to Prosperity partnership. His research focuses on immigration issues in mid-sized cities and low immigration regions. He is also interested in the discourse and representations of cultural, religious and ethnic diversity. At QUESCREN, he is Co-Director, a member of its Inter-Level Educational Table (ILET) and a researcher-member.

**Tyrone Benskin** is a former NDP Member of Parliament (2011- 2015), where he served as the Official Opposition's Critic for Canadian Heritage, and Deputy Critic in the Official Languages file. Mr. Benskin now has a significant presence in theatre, film, television, and music, and his theatre credits include features appearances at the Stratford Shakespeare Festival, the National Arts Centre, and the Centaur Theatre in Montreal.

**Marie-Josée Berger** is a Full Professor at the School of Education at Bishop's University. She is a member of QUESCREN's Inter-Level Educational Table (ILET) and of the program committee for this forum.

**Mr. François Boileau** has been the French Language Services Commissioner since August 2007. Following an amendment to the French Language Services Act in 2013, he became an independent Officer of the Legislative Assembly. Subsequently, in November 2016, the Legislature renewed his term for another five years. His role consists mainly in receiving complaints from members of the public and making recommendations on matters pertaining to the implementation of the French Language Services Act. Prior to beginning his mandate as Commissioner in August 2007, Mr. Boileau acted as legal counsel for the Office of the Commissioner of Official Languages where he defended landmark cases before the Supreme Court of Canada. He also played a key role in defending French-language rights by representing the Fédération des communautés francophones et acadienne du Canada (FCFA) in the Montfort case before the Ontario Court of Appeal. In 2011, François Boileau was awarded the Order of Merit of the Association des juristes d'expression française de l'Ontario (AJEFO). In 2015, he received the Order of Merit of the Civil law section from the Faculty of law of the University of Ottawa.

**Sarah Boily** is Director, Interdepartmental Affairs and Accountability, Official Languages Branch, Canadian Heritage. She has been in the federal public service for more than 16 years and has over nine years of experience in the official languages field. She has experience in the areas of regulation, compliance, policy development and research. Her current work involves supporting over 170 federal institutions in meeting their obligations under the Official Languages Act to support official-language minority communities.

**Richard Bourhis** is an Emeritus Professor at the Department of Psychology of the Université du Québec à Montréal. He obtained a BSc in Psychology at McGill University in Montreal, Canada, and a Ph.D in Social Psychology at the University of Bristol, England. Bourhis publishes on acculturation and immigrant/host community relations, cross-cultural communication, discrimination, intergroup relations and language planning. At QUESCREEN, he is a member of the Advisory Board, the Inter-Level Educational Table (ILET), and the program committee for this forum and researcher-member.

**Christopher Bourne** is a professor of Political Science at Dawson College, where he is also coordinator of the Law, Society, and Justice Profile and the Model United Nations. He holds a Masters Degree in Public Policy and Public Administration (Concordia) and studied Political Philosophy at the Doctoral level (Université de Montréal). A strong advocate of the pedagogical value of model simulations, Chris was a key in bringing the Harvard World Model United Nations to Montreal in 2017.

**Kelly Boutilier** is an Adult Learning Specialist working for CEDEC on the Co Op Vocational Training Pilot Program, which aims to improve work place readiness for First Nations and minority English speaking communities. An experienced educator and community-economic developer in Canada and abroad, Kelly is committed to developing thriving communities where individuals embrace what is possible for themselves and their lives.

**Christine Boyle** is Project Manager of the Community Innovation Fund at the Quebec Community Groups Network.

**Melanie Brais** is Student Representative for the Police Technology Program at John Abbott College.

**Cathy Brown**, Executive Director for the Committee for Anglophone Social Action (CASA), is passionate about positive community development. Ms. Brown represents the English-speaking population of the Gaspésie at the regional, provincial and national levels with an aim to build community vitality. These efforts are grounded in the values of identity, inclusion and equity

**Dr. Douglas Brown** is Dean of Career Programs at John Abbott College. Previously Dean of International Students and Projects and a member of the English department, he has served on John Abbott's Board of Governors as well as on the Board of Directors of the Canadian Bureau for International Education. He has also taught at McGill University, l'UQAM, Dawson College, Cégep de Granby, and Cégep de Valleyfield.

**Helena Burke** has been the Executive Director of the Council for Anglophone Magdalen Islanders (CAMI) since 2007. Born and raised in the Magdalen Islands, she has always been exposed to the difficulties presented to the English-speaking community, as a minority. Over the years as Executive Director, she has developed expertise in areas such as project management, networking, community relations and advocacy.

**Noel Burke** is recently retired and currently working as a sessional lecturer for the Graduate Certificate in Educational Leadership at McGill University. Noel is the founder of the Community Learning Center initiative and co-founder of the Leading English Education and Resource Network (LEARN).

**Ali Chaisson** is the Executive Director of the Société de l'Acadie du New Brunswick and CEO of the consulting firm groupe OPTIONS group. For most of his career, Mr. Chaisson worked for Canadian Francophone organizations mainly in Newfoundland and Labrador. He was Executive Director of the Fédération des francophones de Terre-Neuve et du Labrador from 1997 to 2006 and helped establish the a provisional French language school board in Newfoundland and Labrador.

**Jason Camlot** is Associate Professor, English and Associate Dean, Faculty Affairs, Faculty of Arts and Science, Concordia University.

**Michael Canuel** is the CEO of the Leading English Education and Resource Network (LEARN) as well as the Chair of the Canadian e-Learning Network, is an educator who combines 45 years of experience from the world of education and business.

In addition to his policing education, **Paul Chablo** studied at McGill University and Université du Sherbrooke. His 30-year career with the Montreal Police took him up to the positions of Chief Inspector and director of the Public relations/ Communications. Chairperson of the Police Technology Department at John Abbott College since 2014, Paul passionately believes in giving Quebec youth opportunities to stay and have illustrious careers here. He is openly critical of some major police forces which he believes make little effort to recruit allophones and anglophones.

**Geoffrey Chambers** is interested in the cultural, geographical, historical, political and institutional character of Quebec's English-speaking community. He has been involved in the Council of Quebec Minorities, Alliance Quebec (founding role), the Montreal Children's Hospital and as Vice-President, Anglophone, of the Liberal Party of Quebec. He is currently president of the Quebec Community Groups Network (QCGN).

**François Chenier** is Coordinator of the Youth and Adult Correctional Intervention Program at John Abbott College

**Steven Colpitts** is Assistant Deputy Minister of Quebec's Ministère de l'éducation et de l'enseignement supérieur.

**John Commins** has been a high school history teacher for 30 years in Nunavik and Montreal. He has been taught by Inuit students and by the students of the Alternative system at the E.M.S.B.. He was a member of the Comité élargi at Quebec's Ministry of Education during the previous history curriculum reform. He has a BA and MA from Concordia University in History, and a Certificat en enseignement from Université de Montreal. He currently teaches Social Studies Methods at the McGill Faculty of Education and at Nunavik Sivunitsavut, where he teaches Inuit world views.

**Russell Copeman** holds a Bachelor's of Arts degree in Honours Political Science from McGill University. He was named Executive Director of the Quebec English School Boards Association in September 2018. Mr. Copeman is also a member of the teaching staff of McGill University's Max Bell School of Public Policy. He is the former M.N.A. for Notre-Dame-de-Grâce. Active in the community, Mr. Copeman has been involved in and sat on the boards of a number of community organizations.

**Sharon Coyle** teaches Literature and Humanities in the Anglophone Sector at Cégep de Sept-Îles. Her college involvement has included the Virtual Team Teaching Project and the low-tech Active Learning Classroom. She is also active with ILET, APOP, Profweb, Performa MTP, SALTISE and AQPC. Coyle received an AQPC Honourable Mention for Pedagogical Contribution and an AQPC Workshop Award. She is the author of Virtual Team Teaching: A Collaborative Approach (2017, CCDMD), and is a SALTISE community blogger.

**Ann-Louise Davidson** is an Associate Professor of Education at Concordia University, and holds a Concordia University Research Chair in Maker Culture. She is Associate Director of the Milieux Institute for Arts, Culture and Technology and Director of #MilieuxMake the Milieux makerspace initiative.

**Sonia Di Maulo**, M.A., C.R.P., is a recognized performance improvement professional with 20 years experience. As a Global Leadership Innovator, she specializes in using positive communication and positive education strategies to impact people, places and communities. She is an award-winning author of her Ken Blanchard-endorsed book, *The Apple in the Orchard*, a story about finding the courage to emerge as a leader.

**Katherine Dimas** has a passion for pedagogy, and strives to bridge the gap between in-school education, and real-world experience through partnerships with organizations, institutions and community groups to help give youth a voice and a choice in their future. She worked in schools as a Technology Integration Specialist and a Community Development Agent before joining the Provincial Resource Team at the Leading English Education and Resource Network (LEARN). Katherine has a BA in English and Psychology from McGill University and a MA in Child Studies from Concordia University

**Patrick Donovan** recently completed a Ph.D. in history on the evolution of ethno-religious boundaries within social service networks for Quebec City's English-speakers. He has a Master's degree in Heritage Preservation and played an instrumental role in the restoration and establishment of the Morrin Centre, an English-language cultural centre and heritage site in Quebec City. Patrick has worked on projects for QUESCREN since 2010, and has been Associate Coordinator since 2014. He is a QUESCREN researcher-member and member of the program committee for this forum.

**Nathalie Duponsel** is a doctoral student in Educational Technology at Concordia University. She is a teacher interested in the benefits of maker activities on the development of STEAM and 21st century skills in students. Her research focuses on professional development programs to help teachers and community workers incorporate making into classrooms and community centres so that youth can benefit from the many affordances of making.

**Samuel Dupéré** is Manager, Statistical Information Service at Statistics Canada. He works with a team of analysts specialized in providing custom census data to external clients.

**Martin Durand** has a Master's degree in Geography from Laval University. He started working for the federal government in 1997 for Parks Canada. Martin also worked at the Social Sciences and Humanities Research Council of Canada and has spent the last 12 years working at Canadian Heritage. He is now the Research Manager in the Official Languages Branch, Policy and Research Directorate, at Canadian Heritage. He is a member of QUESCREN's Advisory Board and its Inter-Level Educational Table (ILET).

**Cindy Finn** is Director of Student Services at the Lester B. Pearson School Board. She holds a Ph.D. in School/Applied Child Psychology from McGill University and is a licensed psychologist. With over 20 years of experience in education, she is actively involved with the Leadership Committee for English Education (LCEEQ), the Administrators of Complementary Educational Services (ACES), and the Canadian Association of School System Administrators (CASSA). She is a member of QUESCREN's Inter-Level Educational Table (ILET).

On November 24, 2017, **William Floch** was appointed as the Secrétaire adjoint (Assistant Secretary) in the Government of Quebec's Ministère du conseil Exécutif with the responsibility to establish and head up the Secretariat for relations with English-speaking Quebecers (SRQEA). Prior to this appointment, Mr. Floch worked in the area of policy research and program development for the Department of Canadian Heritage beginning in the early 1990s. Before embarking on his career in government, Mr. Floch worked as a teacher and principal in the English-language school system in Quebec and also worked for community organizations in Montreal and the Eastern Townships serving the interests of English-speaking Quebecers. Mr. Floch also worked in the private sector as the owner-operator of small hotel in the Eastern Townships of Quebec.

**Marie-Pierre Gagnon** is a full professor in Université Laval's Faculty of Nursing and holds the Research Chair in Technology and Practices in Health. Since 2012, she has been working in collaboration with McGill University on various research studies pertaining to official language minority communities in Quebec and Canada

**Philippe Gagné** is a Teacher, Department of French, Vanier College and a researcher. He has a master's degree in French studies and has been teaching French as a second language (FSL) since 2001. He has ten years of experience conducting research in education. In 2016, he won the Prix de la ministre de l'Enseignement supérieur (the Quebec government award conferred by the Minister of Higher Education) for a study on curriculum consistency at the post-secondary level.

**Belinda Gare** is Chair of the Graphic and Web Design Department at John Abbott College.

**Denise Gareau** is a graduate from the University of Ottawa and received an MSc from the University of Edinburgh, Scotland. Denise is currently a Director at Employment and Social Development Canada and is responsible for leading program policy development and implementation of national labour market programs for youth.

**Linton Garner** has been working in the non-profit sector for several decades. He has developed expertise on the educational needs of visible-minority youth and has a passion for history and the value of storytelling. He currently is ED for the Regional Association of West Quebecers, responsible for enhancing the vitality of the English-speaking community in the region, and President of the Quebec Federation of Home and School Associations (QFHSA). He also played a key role in both the design and marketing of Blacbiblio.com.

**Solange Gasana** has been working as Senior Communications Officer for the Office of the Commissioner of Official Languages (OCOL) for 10 years, first in Ottawa and now in the Quebec and Nunavut Region. One of OCOL's mandates is to foster the vitality of the Official Languages Minority Communities. That's the reason why Solange joined in this project to create Accent Québec.

**Michael Goldbloom, C.M.** became Principal and Vice-Chancellor of Bishop's University in 2008 and reappointed in 2013 and in 2018. In December 2013, Mr. Goldbloom was appointed to the Order of Canada for helping to establish several transformative civic organizations in Montreal and for his dedication to building bridges between the city's English-and French-speaking communities. In April 2018, he was appointed Chair of the Board of Directors of CBC/Radio-Canada.

**Ana Gomez** holds a Master's degree in Public Policy and Public Administration (Concordia University) and a Bachelor's degree in Sociology (Concordia University). Ana joined QUESCREN in May 2018 to coordinate the team's office. She is also the Coordinator at the Karl Polanyi Institute of Political Economy (Concordia University).

**Jocelyn Grubb** is a Master's student at Bishop's University. Her research is looking at language policy and its effect on the English-speaking community of Quebec. She is also involved with English community organizations in the Eastern Townships. Jocelyn attended the 2018 Bishop's Forum as a participant.

Originally from Europe (Born in France - Secondary studies in Switzerland) now Canadian citizen for 3 years, **Gabrielle Guillon** has always had a keen interest in sharing the French Language. Former French as a Second Language teacher, she is now the Coordinator of Quebec Project for Canadian Parents for French.

**Diane Gérin-Lajoie**, a critical sociologist of education, is a professor at the Ontario Institute for Studies in Education (OISE) at the University of Toronto and Head of the Centre de recherches en éducation franco-ontarienne. Her research interests focus primarily on French minority language education and English minority language education in Canada, the process of identity construction, and teaching in minority settings. She is also a QUESCREN researcher-member.

**Paul Holley** is the Research Director for the Association for Canadian Studies (ACS) and editor of the journal *Canadian Diversity*. Paul received his Ph.D. in Sociology from Arizona State University in 2006.

**Debbie Horrocks** is the Director of the Provincial Resource Team (PRT) at Leading English Education and Resource Network (LEARN). The team supports the Community Learning Centre (CLC) Initiative, a network of 85 English schools across the province. LEARN's PRT provides coaching, mentoring, capacity-building, and professional development to CLC leaders. Debbie has worked in community development with the English linguistic minority community for more than 20 years.

**Christie Huff** is Learning and Development Consultant, ACE Initiative, English Language Arts Network. She works as a consultant helping organizations in the education and community sectors to align with the needs of the people they aim to serve, to do work that achieves measurable social impact. Her education has come through studying economics, commerce, adult training and development, her Master's degree in Human Systems Intervention (2012, Concordia) and experience working in and with for-profit, government, and non-profit organizations and social enterprises.

**Annalise Iten** has worked in the field of Employment for over 17 years. She holds a Certification in Professional and Personal Coaching from Concordia University and has been working at YES (Youth Employment Services) for the last 14 years. Favouring collaborative partnerships with clients, Annalise provides group and individual counselling for job searches and career development. She coaches her clients on working through career barriers, helping them grow professionally and personally.

**Dr. Uzma Jamil** is a Visiting Scholar and researcher at McGill University. Her expertise is in Critical Muslim Studies, Islamophobia, racialization and whiteness. She is currently completing a project on Muslims as racialized and religious minorities in Quebec. She has previously published in *Ethnic and Racial Studies* and the *Islamophobia Studies Journal*, and is on the Editorial Board of *ReOrient: The Journal of Critical Muslim Studies*.

**Gloria Jaramillo** is Chair of the Nursing Department at John Abbott College.

**Jo-An Audrey Jette** has worked at Park-Extension Youth Organization (PEYO) for 16 years, currently as Executive Director. PEYO's mission is to better the lives of Park-Extension residents. PEYO's programs aim at overcoming language, cultural and socio-economic barriers.

**Emma Judd** is a student at John Abbott College in the Business Administration program. She came to Montreal from a small town Shawville, in rural West Quebec, where she will return after school. She achieved her entrepreneurial spirit from her parents, who own a dairy farm and winery, and hopes to open up her own business after graduating.

**Nabil Khalid** is Chair of the BioPharmaceutical Production Technology Department at John Abbott College.

**Bojana Krsmanovic** is a doctoral student at the Department of Education at Concordia University in Montreal, Canada. Supervised by Dr. Ann-Louise Davidson, she is currently doing research on the Maker Culture and implementation of maker practices in education. Her research interests revolve especially around equipping students with relevant 21st century skills for future education, careers, and everyday life through making - from the educator's viewpoint.

**Russell Kueber** is a program manager for the CHSSN and his main role is to support the development of 21 community health and social service networks across the province of Quebec. He holds a masters degree in Continuing Education from the University of Calgary and was the lead author in CHSSNs most recent publication - Bright Beginnings: An adapted approach to supporting English-speaking children (0-5) and families.

**Tiina Kukkonen** is a visual artist, arts educator, and Ph.D. student in the Faculty of Education at Queen's University in Kingston, Ontario. Her research focuses on the role of intermediary organizations in brokering partnerships and knowledge exchange in arts education. She holds an M.A. in Child Studies and a B.F.A./B.Ed. in Art Education from Concordia University in Montreal.

**Amélie Lampron** is an anthropologist and research professional involved in several evaluation studies within Dr. Marie-Pierre Gagnon's team. She was in charge of some projects carried out under the mandate of McGill University for the Training and Retention of Health Professionals Project. Those projects focused on the evaluation of the McGill Health and Social Services Community Leadership Bursary Program.

**Rodrique Landry** (Ph.D., University of Wisconsin) is a former Professor and Dean at the Université de Moncton where he also served as Executive Director of the Canadian Institute for Research on Linguistic Minorities (CIRLM). He continues to conduct research on education in a minority setting, on early childhood, self-determination of linguistic behaviours, and the ethnolinguistic vitality in communities.

**Danielle Lanyi** is Executive Director for Connexions Resource Centre, which serves and promotes the health and well-being and vitality of the English-speaking community in the Outaouais. Her experience includes holding public office and representing the English-speaking community in the health and social services sector. She served as Commissioner for the Western Québec School board for 16 years and as a Board Member for the former Agence de la santé et des services sociaux de l'Outaouais.

**Melissa Lasante** has taught several multi-age level classrooms in her 17 years at Step by Step Child and Family Center in Kahnawake. More recently, she has been pursuing graduate studies in Educational Leadership at McGill University. In August of 2017, Melissa joined the Administration team at Step By Step and now leads the pedagogical practice of teachers and support staff while ensuring that culture and language remain at the forefront of the curriculum.

**Denise Lauzière** is Chief of Staff, Office of the Principal & Vice-Chancellor at Bishop's University. Denise was formerly at the Canadian Education Association and the Eastern Townships Alzheimer Society and also practiced immigration law. She is vice-president of the Ethics Committee for Research on Humans of the Research Centre of the CIUSSS de l'Estrie – CHUS and Associate Director, Bishop's Forum. She has a degree in law (Université de Sherbrooke) and a diploma in public administration (ÉNA).

**Dr. Heather Lawford** is Associate Professor in the Psychology Department at Bishop's University where she is also Canada Research Chair in Youth Development. She is Co-Director (Research) Centre of Excellence for Youth Engagement and Director of the Bishop's Community and Youth Lab. Heather examines the ways in which youth are able to reach their full potential and make meaningful contributions to their community. She can often be found hanging out with her kids at the park.

**Emma Legault** is a member of the Leading English Education and Resource Network's (LEARN)'s Provincial Resource Team. Emma currently leads the team's research efforts, helping to capture community school models and effective practices for Community Development Agents. Emma has over 10 years of experience in the fields of organizational and community development and holds a Master's degree from Concordia University in Human Systems Intervention.

**Margo Legault** is the Executive Director of Literacy Quebec, a network that connects and represents community-based literacy organizations to empower people, impact lives and build a stronger society. A graduate of the Irish Centre for Human Rights and the John Molson School of Business, Margo has been able to use her business and legal background to facilitate capacity building of organizations within the Not-for-Profit Sector. As an advocate for policy change, in 2011, she was chosen to participate in the 100th Session of the International Labour Organization in Geneva where the Convention concerning decent work for domestic workers was adopted. Her previous work has included community organizing and raising awareness of various issues related to social justice. Margo is also an athlete (Australian Football Player). She represented Canada at the 2011, 2014 and 2017 International Championships in Australia.

**Rita Legault** is Director of Communications and Public Relations for the Quebec Community Groups Network. Prior to that, she was the senior reporter for The Sherbrooke Record and a regular freelancer for The Montreal Gazette and other publications, including the National Post. She is a member of the program committee for this forum.

**Brian Lewis** is Professor, Department of Communications Studies, Concordia University. He received his PhD in Communication and film theory under Dudley Andrew at the University of Iowa. He previously served as Dean of the Faculty of Applied Sciences at Simon Fraser University, and Dean of the Faculty of Arts and Science at Concordia University. His current research interests include communication networks, minority rights, and community vitality. At QUESCEN, he is Co-Director, a member of its Inter-Level Educational Table (ILET) and the program committee for this forum, and researcher-member.

**Ben Loomer** has taught English Language Arts, History and Geography in Montreal and Îles de la Madeleine. For the past 9 years he has worked at Leading English Education and Resource Network (LEARN) to support teachers in Community Learning Centre (CLC) Schools to develop Community Service Learning (CSL) projects. CSL projects empower students to learn while making an authentic contribution to a community need.

**Dr. Bronwen Low** is an Associate Professor in the Department of Integrated Studies in Education at McGill University.

**Katie Lowry** is a self-proclaimed non-traditional educator and proud Eastern Townships native. After completing a BA in political science in 2001 she headed overseas where she taught in 5 different countries. Upon her return to Canada, she pursued her love of education and earned her B. Ed from the University of Ottawa. Katie has been leading Phelps Helps since its inception in 2012.

**Geneviève Légaré** has a doctorate in Educational Technology and is the initiator and project leader of the Evidence-Based Practice Project. Having worked in industry, and both the public and private sectors of education, she has gained considerable experience in strategic planning, organizational learning, and instructional design. Geneviève's goal for the EBP Project is to offer professional development that engages people in reflective practice around research-based strategies in education.

**Kate Le Maistre** has worked as a teacher, university professor, researcher and administrator, and has chaired the Advisory Board on English Education (ABEE) since 2007. She has grown to recognize that Québec's English-speakers constitute a collection of diverse communities having language as a common bond and continues to work to maintaining and promoting English-language education in Québec. Depuis 2007, Kate Le Maistre a travaillé comme enseignante, professeure d'université, chercheuse et administratrice, et a présidé la Commission de l'éducation en langue anglaise. Elle reconnaît aujourd'hui que les Québécois anglophones forment un ensemble de communautés diverses unies par la langue, et continue d'œuvrer à la préservation et à la promotion de l'enseignement en anglais au Québec.

**Sarah Manolson** is an organizational development consultant specializing in training designing and facilitation, and has extensive experience in program development and management. Sarah has spent nearly 20 years creating and delivering workshops, trainings, seminars, and retreats with an emphasis on community-building, incorporating systems thinking in building effective and sustainable organizations. *Conseillère en organisation possédant une vaste expérience de l'élaboration et de la gestion de programmes de formation, Sarah Manolson se spécialise dans la conception et l'animation d'activités d'apprentissage. Depuis près de 20 ans, elle crée et anime des ateliers, des activités de formation, des retraites et des séminaires axés sur le renforcement communautaire et la théorie des systèmes, afin de bâtir des organisations efficaces et durables.*

**Evie Mark** is from Iqviq, QC. She has been able to travel the world thanks to her abilities as a throat singer. She is a filmmaker, and a number of her productions have been broadcast by the Aboriginal People's Television Network. She is also the editor of *Iqanarturqutiit*, a practical guide to Inuit culture. She is dedicated to bridging the generational gap between Inuit elders and youth. She teaches Inuktitut and Arts at Nunavik Sivunitsavut.

**Jayne Marrotte** is a native to the Eastern Townships. She studied at Bishops University for her undergraduate degree and moved to Guelph Ontario to pursue a Masters in Public Health. After exploring a variety of career options upon the completion of her degree, Jayne realized her love for working at the community level. This realization allowed her not only to return to the Eastern Townships but specifically to her hometown in Stanstead Qc to begin working with Phelps Helps. Her personal values in community health and vitality have been key elements in her role at Phelps Helps.

**Émilie Martel**, M.Sc. Environmental Science, has held various administrative and research coordination positions at Université de Montréal and Concordia University. She is currently serving as Senior Lead, Cégep Partnerships at the Office of the Provost and VP, Academic Affairs. Her mandate is to reach out to the academic leadership of the province's English and French cégeps to develop partnerships and collaborations with Concordia University. Ms Martel is a member of QUESCREN's Inter-Level Educational Table (ILET).

**Sylvia Martin-Laforge**, who has been Director General of the Quebec Community Groups Network (QCGN) for more than a decade, has vast experience at the federal government and government of Ontario dealing with linguistic minority communities. Prior to that, Martin-Laforge was involved in policy and program development in employment equity and linguistic duality at the intergovernmental affairs directorate of the federal Privy Council Office and for the Ontario Ministry of Education. At QUESCREN, she is a member of the Advisory Board and the Inter-Level Educational Table (ILET)

**Guy Matte** is the executive director of the Canadian Foundation for Cross-Cultural Dialogue. The goal of the Foundation is to promote and sustain dialogue among and between the different components of Canadian society. He is a past president of FCFA, past executive director of l'Association des enseignantes et des enseignants franco-ontariens (AEFO) as well as special adviser for international cooperation to the Canadian Teachers' Federation.

**David McFall** is the principal of Pierre Elliott Trudeau Elementary School (PETES), a large urban elementary school in Gatineau with a substantial population of indigenous students. As a former teacher, experienced principal and past member of the Advisory Board on English Education, he has acquired a wealth of knowledge about the educational landscape in Québec. David has integrated indigenous approaches and perspectives into the teaching and learning of the entire school community, which has been a contributing factor in doubling the size of his school.

**John McMahon** has been the Director General of Vanier College since 2016. Prior to this, he served as Senior Vice President, Academic and Student Success at Loyalist College in Belleville, Ontario. From 2006-2010 Mr. McMahon served as the Academic Dean at Vanier College. He also served as Director of Centennial College (Montreal) and Principal of Jannimmarik School in Kuujuaq. Prior to assuming senior administrative positions, Mr. McMahon taught and also worked as an academic and student counselor. He is a member of QUESCREN's Advisory Board and its Inter-Level Educational Table (ILET).

**Janine Metallic** is a Mi'gmaq from Listuguj, Quebec, and an Assistant Professor in McGill's Department of Integrated Studies in Education, where she teaches Indigenous Education to pre-service teachers. Janine is a fluent Mi'gmaq language speaker and has an educational background in health, science, language, and education. Her research interests include Indigenous language revitalization and maintenance, with a special focus on Indigenous communities within Quebec.

**Suzanne Nesbitt** is an Educational Consultant for the Lester B. Pearson School Board (LBPSB).

**Brendan O'Donnell**, historian and retired civil servant, began a bibliography on English-speaking Quebec through a paid summer project at Concordia University in 1978. Afterwards, he continued to compile it on his own time and still adds to it today: <http://quescren.concordia.ca>

**Lorraine O'Donnell** has a graduate diploma in Community Economic Development and a Ph.D. in history. At Concordia University, she is Affiliate Assistant Professor and QUESCREN coordinator-researcher. Her work focusses on Quebec's English-speaking communities, development, women and history. Lorraine is a member of the CCUNESCO Canadian Advisory Committee for Memory of the World. She is a QUESCREN researcher-member and the chair of the program committee for this forum.

**Craig Olenik** is Principal of Perspectives II High School, part of the Outreach Network of the English Montreal School Board.

A passionate educator, **Marc-Albert Paquette** is Lester B. Pearson school board's FSL pedagogical consultant for high school. He has served as President of the Canadian Association of Immersion Professionals and President of the North American Commission of the Fédération internationale des professeurs de Français. He is especially interested in authentic learning in FSL and the development of intercultural competency skills in a language acquisition context.

**Julie Paré** is a FSL Pedagogical Consultant at LEARN (Leading English Education and Resource Network).

From 1992 to 2011, **Martin Poirier** has been a dispatcher, a paramedic then a paramedic instructor for Urgences-santé in Montreal. During this period, he has been deeply involved in the development of the actual Provincial pre-hospital care report and was project manager of the two editions of the pocket user guide still used by a majority of paramedics. Martin has been teaching Pre-hospital Emergency Care since 2008 and now acts as chairperson for the department.

With a bachelor's degree in education and a master's degree in modern literature, **Maria Popica** has been teaching FSL in Quebec and Europe since 1994. Currently an education researcher and an instructor at John Abbott College, she is interested not only in what motivates people to learn a second language but also in intercultural communication skills at the post-secondary level. She is also a QUESCREN researcher-member.

**Laura Ricotta** is a faculty member of the Business Administration Department and Coop Program Coordinator at John Abbott College. She has a Bachelor of Commerce and a Master's of Education for College Teaching. Her career has been in the financial sector and teaching. Laura developed the first ATE (alternance travail etude) program at Anglophone CEGEPs. Her greatest strength is helping young adults develop a career path through higher education and the pursuit of experiential learning activities.

**Aurelia Roman** is a consultant with a background in law, system intervention, and sociology. In the past ten years, she has conducted interdisciplinary research in schools and communities across Quebec. Aurelia's doctoral research draws on systems and feminist theories to better understand intercultural education in Quebec.

**Joanne Ross** has a BSc in Nursing and after a career in Health Care made the jump to Education. She is currently the Manager in the Program Deans' Office at John Abbott College and one of her responsibilities is that of JAC Project Manager for the Dialogue McGill Retention Initiatives.

**Ivan Ruby** is a Ph.D. student in Educational Technology, concerned with how technology can enable us to build a better, fair and sustainable future. His current research interests are in how Computer Science Education, Communities of Practice and Collaborative Learning can serve as pillars for learners' acquisition of much needed 21st-Century skills.

**Erich Schmedt** recently retired as Academic Dean of John Abbott College, a position he held for eight years. Prior to his tenure as Dean he taught Biology for over 20 years and was Dean of Science and Technologies. He is currently serving as a consultant to the College and remains active in a variety of endeavors related to post-secondary education. He is a member of QUESCEN's Inter-Level Educational Table and of the program committee for this forum.

**Richard F. Schmid** is Professor and past Chair of Education at Concordia University, and a member of the Educational Technology unit. In his role as Chair, he worked with Québec school boards via Teacher Education, and the role education plays in the community. His research interests include the uses of technology for learning. He is a member of QUESCEN's Inter-Level Educational Table (ILET), and of the program committee for this forum.

**Wendy Seys** has been a practitioner in the field of adult literacy for over 25 years both provincially and nationally. She is the Executive Director of the Yamaska Literacy Council, a community-based literacy provider in the Eastern Townships and has served on the board of Literacy Quebec. She has an MA in Educational Studies from Concordia University.

**Christopher Skeete** is an MNA and the Adjoint parlementaire du Premier Ministre pour les relations avec les Québécois d'expression anglaise.

**Raymond Thériège** is Canada's Commissioner of Official Languages. He holds a Ph.D. in Linguistics from McGill University and has proudly served official language minority communities throughout his career. Mr. Thériège held a number of positions in post-secondary teaching, research, and administration between 1985 and 2003, including senior positions at the Université de Saint-Boniface and the Centre d'études franco-canadiennes de l'Ouest. Mr. Thériège has also gained extensive experience as a senior executive in the public service. From 2004 to 2005, he was Assistant Deputy Minister of the Bureau de l'éducation française in Manitoba's Department of Education, Citizenship and Youth. Between 2005 and 2009, he was the Executive Director of the Council of Ministers of Education, Canada. He then became Assistant Deputy Minister of the French Language, Aboriginal Learning and Research Division in the Ontario Ministry of Education and Ministry of Training, Colleges and Universities. Mr. Thériège has also served as Director General of the Société franco-manitobaine, which advocates on behalf of the French-speaking community in Manitoba. In June 2012, Mr. Thériège was named the ninth President and Vice-Chancellor of the Université de Moncton. He is the author of more than 100 reports and publications, including three books and one bibliography, covering the themes of education, community, communication, culture, and economics.

**Nigel Thomas** was born in the Caribbean island of Saint Vincent, in a place called Dickson, named after one of his colonial ancestors, is a published novelist, poet, essayist, and Organizer and Co-host of Logos Readings. He is a retired Professor of U.S. literature at Université Laval. His latest novel will be released in November (2018), under the title, Fate's Instruments: No Safeguards 2.

**Lynn Travers** is currently Secretary to the Advisory Board on English Education and a member of QUESCEN's Advisory Board and Inter-Level Educational Table (ILET). A lifelong educator, Lynn has considerable knowledge of the English language education system in Québec. She is a former teacher, principal, school board administrator and, for many years, worked on behalf of the English educational community at the Ministry of Education.

**Francine Trudeau** is Chair of the Dental Hygiene Department at John Abbott College.

**Miles Turnbull** is the Academic Vice-Principal at Bishop's University. He is a member of the program committee for this forum

**Karine Vieux-Fort** is a PhD candidate in Educational Studies at Université Laval. The FQRSC recipient's research interests include youth from linguistic groups and minorities in Canada, their connection with languages and identity choices, as well as their academic and professional backgrounds.

**Jan Warnke** is a doctoral student in geography at the Laval University and a researcher at University McGill. Over the past 15 years he has specialised in spatial analysis and online visualization of the parameters of access and utilisation of health and education services by the OLMC across Canada and especially in Quebec and in Ontario. The focus of his applied research initiatives is the development techniques that target the contextual and individual factors associated with actual and potential service utilisation by the OLMC. His method has identified a local typology of OLMC vulnerability based on the principal social determinants of health. The method has been used to analyse OLMC education and health service users in Quebec and across Canada.

**Liz Warwick** is the Lead Instructional Designer at the Centre for the Study of Learning and Performance, where she works on all of the centre's tools and support materials, including the LTK+. She holds an MA in Educational Technology from Concordia University.

**Dr. Colin H. Williams** received a B.Sc. Econ, First Class Honours Degree in 1972, a PhD. in 1978 and a D. Litt in 2017 all from the University of Wales. Between 1994 and 2015 he was a Research Professor in Sociolinguistics, now an Honorary Professor, in the School of Welsh, Cardiff University. He directs the Centre for Language, Policy and Planning at Cardiff University. He is concurrently a Visiting Fellow, and Senior Research Associate of the Von Hügel Institute St Edmund's College, the University of Cambridge, England. His main scholarly interests are Sociolinguistics and Language Policy in Multicultural Societies, Bilingual Education, Ethnic and Minority Relations and Political Geography. He has been involved in a number of peace and reconciliation initiatives, including advising, drafting and training in relation to the Good Friday Agreement; the transition to majoritarian government in the RSA and in several post-conflict reconstruction programs. For many years he chaired the Advisory Panel of the UK's ESRC Centre for Bilingualism. He has advised government agencies in Europe and North America on minority issues and language policy. He currently advises the Welsh Government on its Official Language Strategies which has legislative, educational and community vitality strands.

**Dr. Dorothy Williams** is a well-known author, with books on the history of Blacks within Québec. She has contributed numerous articles, chapters, web-content on the impact of Blacks across Canada. She has a Master's in History and a Doctorate in Library and Information Studies. Dr. Williams is President and co-Founder of DaCosta-Angelique Institute. She is also the President & Founder of Blacbibilio.com, Inc. and a QUESCREN researcher-member.

**Dr. Paul Zanazanian** is an Associate Professor in the Department of Integrated Studies in Education at McGill University. His research explores the workings of historical consciousness in the development of individual and We-subject identities, with a particular focus on formal and informal school settings. His interests include the politics of history teaching; official state narratives and issues of exclusion; and problems of history, identity, community vitality in complex societies (i.e. English-speaking Quebec). At QUESCREN, he is a member of QUESCREN's Advisory Board, its Inter-Level Educational Table (ILET), and the program committee for this forum.

**Bonnie Zehavi** has spent over 16 years committed to community development and education, focused largely in Montreal's Southwest. With degrees from Concordia University in Photography and Journalism, and a Masters in Art Education, Bonnie is currently Programs Director at DESTA Black Youth Network, where she designs and coordinates programming in entrepreneurship, employability, and education.

**John Zhao** received his Ph.D. in Social Demography from Western University in 1995 and in the same year, he joined Statistics Canada. He is currently chief of the Census Education Section in the Centre for Education Statistics at Statistics Canada. His past duties in the Centre included managing the Pan-Canadian Education Indicators Program. He has co-authored several papers related to education.

# APPENDIX V

## Feedback and Recommendations

Below are results of the evaluation survey of Forum attendees.

### Forum experience

The forum allowed me to develop my **professional networks, opening up opportunities for future collaboration.**

Average: 4.25/5  
83% of respondents agreed (4 or 5/5).

The forum increased my **awareness of the education system's role in building community identity.**

Average: 4.22 / 5  
82% of respondents agreed (4 or 5/5).

The forum increased my **knowledge of the community socio-economic realities including poverty.**

Average: 3.85 / 5  
62% of respondents agreed (4 or 5/5)

The forum increased my **knowledge of networks and communities that can be mobilized to address community realities.**

Average: 3.93 / 5  
73% of respondents agreed (4 or 5/5)

The forum provided valuable insights on Quebec's English-speaking communities.

Average: 4.05 / 5  
75% of respondents agreed (4 or 5/5)

### Comments (overview)

Please tell us what you liked MOST about the forum.

- **Diversity of the content and people (13 mentions)**
- **Networking opportunities (8)**
- **Quality of content and research presented (9)**
- **Success stories shared (2)**
- **Collaborative energy (2)**
- **The Whoova App allowing access to the program by computer and phone (2)**
- **Perspectives from different levels (2)**
- **Commitment to schedule (2)**

Please name one way the forum could be improved.

- **More interactive session format (4)**
- **Don't start on a Sunday (2)**
- **2 -1/2 days instead of 3 days (3)**
- **More time for discussion after panel (3) during workshops (1) between sessions (2)**

## Session Structure

The time allotted to each keynote speaker was:

**Just Right: 53/60 respondents**

Too Short: 3/60 respondents

Too Long: 4/60 respondents

The time allotted to each morning panel was:

**Just Right: 52/60 respondents**

Too Long: 2/60 respondents

Too Short: 6/60 respondents

The time allotted to each afternoon workshop was:

**Just Right: 44/60 respondents**

Too Long: 15/60 respondents

Too Short: 1/60 respondent

Q&A periods following the various presentations (keynotes, panelists, etc.) were:

**Just Right: 39/60 respondents**

Too Long: 0/60 respondents

**Too Short: 21/60 respondent**

## Structure-related comments

- **Add a Monday evening cocktail hour**
- **Create a space for poster sessions on key topics and info on applied community research**
- **Invite more students (it benefits them)**
- **Final session in a smaller room**
- **Fewer panels, as it is a challenging format**



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