



Program

Education and Vitality 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,
November 3-5, 2021



This document was produced by the Quebec English-Speaking Communities Research Network (QUESCREN), 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 in Montreal.



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**Secrétariat aux relations
avec les Québécois
d'expression anglaise**



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Welcome statement from SRQEA

The Secrétariat aux relations avec les Québécois d'expression anglaise is delighted to support the second edition of the Forum on the Education and the Vitality of Québec's English-language minority.

This Forum is an opportunity for both the education sector and communities to collaborate and address the challenges they face. Through collaborative exchanges and information sharing, communities can bring about change and foster vitality.

Education is one of the greatest assets of a society. It arouses curiosity and allows for knowledge development and transfer. The vitality of a community is ensured through the transmission of knowledge. Therefore, education guarantees continuity and is, thus, the most beautiful legacy that a community can pass on to its descendants.

The Secretariat is happy to encourage research and discussions on this topic. Moreover, depending on the geographical location or the socio-economic status of each population, the realities in each community can be very different. Activities such as these allow all of us to understand these subtleties and to be better prepared to act.

I would like to personally thank QUESCREN, an organization that brings together researchers, community players and representatives of educational and other involved institutions, for organizing this unique meeting.

I also wish all the participants a most rewarding experience. Their presence and involvement in the Forum is a show of support to the English-speaking communities of Quebec that deserves to be recognized.

[Signed] CHRISTOPHER SKEETE

Parliamentary Assistant to the Premier
for Relations with English-speaking Quebecers

About the forum

The vitality of a language community allows it to “survive and thrive as a collective entity in [a] given intergroup context” (Bourhis & Landry, 2012).

For Quebec’s English-language education system, public health and political events of the last year have presented new issues and highlighted pre-existing vitality challenges. Issues include enrolment decline, the need to serve many remote communities, a complex political environment, and the new requirement to transition to online and restricted environments.

The Education and Vitality Forum will respond to these issues

Researchers, practitioners, community stakeholders and policy-makers will share and discuss best practices and initiatives that support our diverse communities in these challenging times.

Participants will have the opportunity to:

- Identify strategies for an inclusive and quality English-language educational offer
- Present findings on the impact of the global health pandemic on education
- Share experiences of current educational challenges

This is the **second Forum** on community vitality and education. Originally, the full version of this event was scheduled for 2020, but was postponed due to the COVID-19 pandemic. A first part of the event, **the Forum for Youth Insights**, was nevertheless held virtually over one day in October 2020.

The Education and Vitality Forum is organized by **the Inter-Level Educational Table (ILET)**. ILET brings together representatives of Quebec’s English-language educational institutions and associations, along with community groups and the public sector. It is a key initiative of the **Quebec English-Speaking Communities Research Network (QUESCREEN)**, a collaborative network of researchers, stakeholders, and educational and other institutions.

Program committee

Chair of the Program Committee: **Lorraine O'Donnell**

Research Associate, QUESCREN, Affiliate Assistant Professor, School of Community and Public Affairs Concordia University

Alix Adrien

President, [Quebec Board of Black Educators](#) (QBBE), and Ex-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](#)

Patrick Donovan

Research Associate, QUESCREN

Lucy Glave

Ex-Principal, [Lester B. Pearson School Board](#)

Debbie Horrocks

Director Provincial Resource Team - CLC Network, [Leading English Education and Resource Network](#) (LEARN)

Annelise Jensen

Ministère du Conseil exécutif, [Secrétariat aux relations avec les Québécois d'expression anglaise](#)

Terry Lin

Chef d'équipe, Service au réseau, Direction du soutien au réseau éducatif anglophone, Secteur des relations interculturelles, des Autochtones et du réseau éducatif anglophone, [Ministère de l'Éducation et de l'Enseignement supérieur](#)

Brian Lewis

Professor Department of Communications Studies, and Co-Director, QUESCREN, [Concordia University](#)

John McMahon

Director General, [Vanier College](#)

Dominique Michaud

Director, Research Development, Office of Research, Concordia University

Kathleen Mulawka

Director, [Youth 4 Youth Quebec](#)

Margo Legault

Executive Director, [Literacy Quebec](#)

Malcolm Lewis-Richmond

Communications Coordinator, [Professional Institute of the Public Service of Canada](#) (PIPSC), Former president of Y4Y Quebec

John Ryan

[Leadership Committee for English Education in Québec](#) (LCEEQ)

Richard Schmid

Professor and Chair, Department of Education; member of the [Centre for the Study of Learning and Performance](#) (CSLP), Concordia University

Lisa Storozuk

Liaison Officer, Ministère du Conseil Exécutif, Secrétariat aux relations avec les Québécois d'expression anglaise

Program coordinators:

Lina Shoumarova

Knowledge Mobilization Officer, QUESCREN

Ana Gomez

Office Coordinator, QUESCREN

Schedule

Day 1: Wednesday, November 3, 2021, 12:30pm – Opening Remarks

Lorraine O'Donnell

Research Associate, QUESCREN; Affiliate Assistant Professor,
School of Community and Public Affairs, Concordia University

William Floch

Assistant Secretary, Secrétariat aux relations avec les Québécois
d'expression anglaise

Day 1: Wednesday, November 3, 2021, 12:30pm – Keynote¹

The Importance of a Plurilingual Approach in English-Speaking Higher Education for Language Vitality and Identity Validation

Moderator:

Brian Lewis, Professor

Communication Studies, Concordia University

Keynote Speaker

Angelica Galante

Assistant Professor, Integrated Studies in Education, McGill University

This keynote presentation introduces concepts and research related to the field of plurilingualism. Speakers of two or more languages develop a repertoire, and I have found through my research that, when drawing on their repertoires, speakers do not use their languages entirely separately. Instead, they use the full repertoire flexibly, depending on interlocutors, sociocultural context, and emotional state. In higher education, my research results show that a plurilingual approach in education offers benefits that a monolingual approach may not, since it enhances cognition, criticality, and empathy, among other factors. These research results are significant, as they show the importance of the repertoire among plurilingual speakers and of a plurilingual approach for academic learning. The findings discussed in this presentation are based on two mixed methods studies that I conducted in English-speaking universities: the first study collected data from 250 students in a university in Montréal to examine the relationship between language and identity, and language use. The second study gathered data from 129 students in a university in Toronto and examined students' perceptions of monolingual and plurilingual approaches to teaching and learning.

1 <https://www.youtube.com/watch?v=pLG74XiSMNA&list=PL0iUepVZGB-vGJQcceL9LjDDHZPEd-0b08&index=1&t=2119s>

Day 1: Wednesday, November 3, 2021, 2pm – Concurrent Panels

Session 2A: Overcoming the distance: Practices in education in an online world²

Moderator:

Richard Schmid

Professor, Education, Concordia University

Michael Canuel

CEO, Leading English Education and Resources Network (LEARN)

“Serving the Educational Community through the 2020s”

One of the realities emanating from the isolation during the pandemic is the general realization that online education can serve a vital role in supporting learning for students at all levels. Unlike most other provinces, Quebec currently has no set policy on Virtual Schooling and still relies on an Education Act that no longer reflects current needs. The English educational community faces a multiplicity of challenges some of which can be addressed and/or alleviated with a Virtual School. Students in areas where English schooling is not readily available, homeschooled students, students enrolled in sports programs, students with certain conditions which limit their schooling options could all benefit from a Virtual School dedicated to the needs and interests of the English community. Properly structured, this Virtual School could provide a high-end quality education for English students in urban, rural, and remote areas.

Emilie Bowles

RECIT Consultant, Riverside School Board

“Adult Education Teachers’ Experience of COVID-19 and Their Use of Educational Technology”

The impact of COVID-19 and the swift increase in the use of educational technology have been well-documented in the youth sector and in higher education in Quebec, but how have teachers in the oft-overlooked adult education sector experienced these changes? This presentation will share the preliminary findings of a Master's thesis based on interviews with eight dedicated adult education teachers as they reflected on their use of educational technology both pre-COVID and during COVID. Coming from centres located across the province, these teachers encountered a variety of obstacles and opportunities while implementing hybrid and online learning for individualized and whole-class instruction. Their unique experience offers many valuable takeaways for educators, community stakeholders, and policy-makers in a post-pandemic world.

2 <https://www.youtube.com/watch?v=jkulQAJE4GU&list=PL0iUepVZGB-vGIQcceL9LjDDHZPEd-0b08&index=2>

Session 2B: Mapping the Demographics of English-Language Education³

Moderator

John McMahon

Director General, Vanier College

D'Arcy Springate-Floch

Data Analyst, Playfair Statistics

“Comparing the Presence of English Speakers and the English School System”

This presentation will map the location of English schools of all levels in Québec and compare to census data of Québec's English-speaking population by age category. To help with comparability various language concepts and geographic types will be shown.

Caroline Dufour

Data Analyst/Researcher, Playfair Statistics

“Education for Employability: Cross-Sectional Data Evidence”

My presentation will use census data to explore the relationship between highest level of education and unemployment across Québec. It will focus on comparing the two official language groups, using First-Official Language Spoken. Maps will be used to illustrate regional differences and the data will be broken down by relevant demographic characteristics, such as gender and age.

Session 2C: Retaining College Students and Graduates⁴

Moderator:

Nicholas Salter

Executive Director, Provincial Employment Roundtable (PERT)

Constance Crossland

Pedagogical Counsellor and Douglas Brown, Dean of Career Programs, John Abbott College

“Retention of English-Language College Health and Services Program Graduates in Quebec”

In 2019 and 2020, with funding from Dialogue McGill and the Secrétariat aux relations avec les québécois d'expression anglaise, John Abbott College surveyed all students in the nineteen health and social services programs offered at six public English-language Cégeps to determine the factors influencing students' post-graduation intentions to remain in Quebec, and particularly to live and work in regions of Quebec other than the Montreal Census Metropolitan Area. Programs surveyed included Nursing, Dental Hygiene, Special Care Counselling, Respiratory & Anaesthesia Technology, and Community Recreation Leadership Training. With a response rate of 60%, there were a total of 2439 responses to the surveys. This presentation will focus on the most pertinent results, identifying patterns in the data, factors at play in the retention of graduates, and suggesting interventions that might enhance their retention in Quebec.

3 <https://www.youtube.com/watch?v=Ph6R4664H4k&list=PL0iUepVZGB-vGJQcceL9LjDDHZPEd-0b08&index=3>

4 <https://www.youtube.com/watch?v=8qZDhKRhLHQ&list=PL0iUepVZGB-vGJQcceL9LjDDHZPEd-0b08&index=4>

Susan Regan

Pedagogical Counsellor, John Abbott College

“Quantifying Differences in Male and Female Student Success at John Abbott College”

In response to concerns at the Fédérations des Cégeps' Carrefour de la réussite conferences about persistently lagging graduation rates of male students across Quebec's College network, under the auspices of John Abbott's Student Success Committee, we examined ten years of data to get a clear picture of comparative male / female student retention rates and graduation timeliness specifically at John Abbott. We discovered both that our CEGEP program landscape is gendered to an extent that we have not always been aware of and that that gendered landscape is more complex and varied from a student success perspective than has previously been recognized. The data provided food for thought regarding the College's overall student body as well as at the individual program level, thus far resulting in a great deal of discussion and three program research projects designed to further support male and female student success, including two specifically to support males.

Day 1: Wednesday, November 3, 2021, 3:20pm – Concurrent Panels**Session 3A: Panel discussion: Sustainable Initiatives for the Future of Quebec's Black English-Speaking Communities⁵**

Panelists:

Alix Adrien

President, Quebec Board of Black Educators (QBBE)

Clarence Bayne

Professor emeritus, Concordia University

Désirée Rochat

Observatory of the Sommet pour le développement socio-économiques des jeunes des communautés noires

The Black community of Montreal has collected, over the years, a considerable amount of documents, photos and records. Encouraged by initiatives within the Black community, many of these documents, private and institutional, have been donated as fonds to Concordia's Vanier Library archives. Our panelists, Dr. Clarence Bayne and Désirée Rochat, will make the case that archives as instruments for the storage and creation of knowledge had to become more inclusive and race based.

Dr. Bayne, who promoted the Black community archive at the Concordia library, will present the complex adaptive system as a theoretical framework for knowledge management and make proposals to link this information hub to key agencies in the Black community for their development.

Désirée Rochat, researcher-in-residence, will present archives as an integrative approach where knowledge preservation-transmission-production are part of a cyclical process of information management. She will also introduce the newly formed Observatory as a research space to propose concrete solutions and eliminate social inequalities.

5 https://www.youtube.com/watch?v=0W7w__GzeSI&list=PL0iUepVZGB-vGJQcclL9LjDDHZPEd-0b08&index=6

Session 3B: Panel Discussion: Adapting Literacy Services: Considerations for Reaching Vulnerable Populations in Times of Crisis⁶

Moderator:

Laura Thompson

Project Manager, Literacy Quebec

Panelists:

Margo Legault

Executive Director, Literacy Quebec

Wendy Seys

Executive Director, Yamaska Literacy Council

The panel will be composed of Wendy Seys, Executive Director of Yamaska Literacy Council and Margo Legault, Executive Director of Literacy Quebec. These two presenters will offer different perspectives on adapting learning services during the pandemic. Wendy will be presenting a grassroots approach to how Yamaska Literacy Council has been able to reach adult learners. Margo will focus more on how Literacy Quebec has been able to adapt to supporting its member organizations.

Day 2: Thursday, November 4, 2021, 12:30pm – Keynote

Keynote Address:

Online Education - The Experience of the Quebec Board of Black Educators⁷

Moderator:

Qaadira De Coteau

Assistant Centre Director, PACC Adult Education Centre

Keynote Speaker:

Alix Adrien

President, Quebec Board of Black Educators

In 2020, at the onset of the pandemic and during the lockdown, summer programs were limited to outdoor activities. The QBBE promptly transitioned its established onsite Da Costa Hall summer school program to an online platform. At the beginning of the subsequent school year, the distance learning initiative was extended to include educational academic support for elementary, high school and CEGEP students. This presentation will provide the theoretical framework which supported this initiative, will reflect on the conditions created by the mobilization of black community organizations in response to the technological divide which inspired this project, and will relate the challenges, both logistic and educational, that emerged from it. This keynote address will share the findings of our experience in respect to the needs assessments that were used to customize our programming and offer possible research opportunities in the field of distance learning as it applies to a younger demographic.

6 https://www.youtube.com/watch?v=0W7w__GzeSI&list=PL0iUepVZGB-vGJQccl9LjDDHZPEd-0b08&index=6

7 <https://www.youtube.com/watch?v=GBEA3Dr1jPY&list=PL0iUepVZGB-vGJQccl9LjDDHZPEd-0b08&index=7>

Day 2: Thursday, November 4, 2021, 1:50pm – Concurrent Panels

Session 5A: Current Education Research: Experiences of Black students, LCEEQ Accompaniment Project⁸

Moderator:

John Ryan

Leadership Committee for English Education in Québec (LCEEQ)

Tya Collins

PhD Candidate, Université de Montréal

“Experiences of English-Speaking Youth at the Intersections of Blackness and Disability in Schools”

This paper will present an analysis of systemic and structural barriers at play in the educational pathways of Black students who were placed in special schools in the English education sector of Québec.

Trista Hollweck

Project Manager, The Leadership Committee for English Education in Québec (LCEEQ) and Geoff Hips, Director of Pedagogical Services, Sir Wilfrid Laurier School Board

“The LCEEQ Accompaniment Project: Mentoring, Coaching and Leading”

This presentation will provide a brief overview of the 2020-2022 LCEEQ Accompaniment Project on mentoring, coaching and leading. Specifically, we will describe the project's developmental evaluation 'from research to practice' process and how the project is supported by three collaborative networks that bring together representatives from each of the English school boards and associations, academics from Bishop's, McGill and Concordia Universities, and researchers in the field. Finally, we will outline the pilot project's three-phase research study design: an Accompaniment Needs Assessment Questionnaire, Social Network Approach (SNA), and semi-structured interviews. Findings from Phase I will be presented along with key recommendations for the English education community.

8 <https://www.youtube.com/watch?v=dpGSdQXPz64&list=PL0iUepVZGB-vGJQcceL9LjDDHZPEd-0b08&index=8>

Session 5B: Education Rights and the Law⁹

Moderator:

Sylvia Martin-Laforge

Director General, Quebec Community Groups Network (QCGN)

Richard Bourhis

Professor Emeritus, Department of Psychology, UQAM

“On the Planned Decline of English Education in Quebec and Some Ideological Clarifications”

Bill 101 ruled that Francophone and immigrant pupils had no right to attend English schools, while stipulating that Anglophone pupils could attend English schools only if one parent had spent most of its primary schooling in English. Bill 101 was successful in reducing the size of the English school system from 256,000 pupils in 1971 to only 96,235 pupils by 2018. Bill 101 allowed Anglophone, Francophone and Allophone students access to Quebec's 5 English CEGEPS. However, by 2021, the CAQ government tabled Bill 96, which restricted Francophone and Allophone students from attending English CEGEPS. In June 2021, a decree limited access to English CEGEPS to historical anglophone students and froze places available in English CEGEPS to 26,945 students until 2029, thus reducing the size of such CEGEPS from 17.1% in 2019 to 13.4% in 2029. Conversely, the CAC plan increased the size of the French CEGEPS from 130,972 places in 2019 to 173,665 in 2029. These education language laws are discussed using the ideological clarification framework to analyse the planned attrition of the institutional vitality of the English-speaking communities of Quebec.

Marion Sandilands

Lawyer, Conway Baxter Wilson LLP

“Section 23 of the Charter and English-Language Education in Quebec”

Section 23 of the Canadian Charter of Rights and Freedoms continues to be of primordial importance to sustaining English-language education in Quebec. This session will review some developments in cases involving section 23 of the Charter from Quebec and across Canada, and speculate on the future of section 23 and how this might affect the vitality of the English-language education system in Quebec.

Session 5C: Panel Discussion: Protecting the Vitality of the English-Speaking Community in Québec: The Role of the School¹⁰

Panelists:

Tino Bordonaro

Chair, Advisory Board on English Education

Sandy Astles

Coordinator of Complementary Educational Services, Eastern Shores School Board

John Buck

President and Chief Executive Officer, Community Economic Development and Employability Corporation (CEDEC)

Debbie Horrocks

Director, Leading English Education and Resource Network (LEARN)

The vitality of the English-speaking communities in the regions rests on four pillars: the presence of a school in the community; active community involvement and support; access to jobs; and the ability of job seekers to function in both French and English. This panel discussion will elaborate on these pillars: the challenge of delivering educational and complementary educational services in the regions to students in their local schools; the ways schools have become active community hubs and are supported by the community; the need for these schools to graduate students with the language skills needed to access the job market; initiatives to improve the job situation in the regions.

9 <https://www.youtube.com/watch?v=F3CL7afxIFA&list=PL0iUepVZGB-vGJQcceL9LjDDHZPEd-0b08&index=9>

10 <https://www.youtube.com/watch?v=zxQkDEMvgV4&list=PL0iUepVZGB-vGJQcceL9LjDDHZPEd-0b08&index=10>

Day 2: Thursday, November 4, 2021, 3:10pm – Concurrent Panels

Session 6A: Adult Education, Vocational Training and Work-Integrated Learning¹¹

Moderator:

Ghada Sfeir

Researcher-Member, QUESCREN, Concordia University

Maria Giammarco

Senior Lead, Research and Development, Business + Higher Education Roundtable (BHER)

“Strengthening Learner Pathways through Equitable, Inclusive Work-Integrated Learning”

Experiential and work-integrated learning initiatives are important pathways to meaningful employment for post-secondary students, yet many students from equity-deserving communities continue to be left behind. The COVID-19 pandemic has underscored the urgent need to embed equity and justice into the heart of education and skills development efforts. This includes cultivating more accessible and inclusive WIL opportunities. And while these challenges are large and complex and transformation will not happen overnight, the Business + Higher Education Roundtable (BHER) seeks to lower barriers to WIL access and improve WIL experiences and outcomes for equity-deserving students through inclusive community engagement, student-centric approaches, and capacity-building amongst employers.

Lucie Roy

Assistant General Director, Riverside School Board

“Empowering Adult Learners”

I will share experiences of academic needs, opportunities and challenges from the angle of linguistic borders. Autonomy, rights and responsibilities will be exposed in order to allow a pooling of reflections and practices and how to promote their transfer into the English community. Together we will question how can Adult Education and Vocational Training centers, through a systemic approach, adapt their guidelines, rules and regulations, and practices from a perspective of equity and inclusion while taking into account the realities and sensitivities of our adult students. How to build the capacity of administrators and teachers to reduce inequities that already exist for disadvantaged students? Who to influence to better prepare our students to live together in a democratic society and reach their full potential?

11 <https://www.youtube.com/watch?v=ZGNo-1G1CRU&list=PL0iUepVZGB-vGIQcceL9LjDDHZPEd-0b08&index=11>

Session 6B: Panel discussion: Celebrating the Black Contributions to the History of Quebec from Mathieu da Costa to the Honourable Marlene Jennings: 1608-2021¹²

Panelists:

Brian Rock

Chairman Committee for the Enhancement of the Curriculum of the History of Quebec

Marlene Jennings

President, Quebec Community Groups Network (QCGN)

Dorothy Williams

Historian and creator of the ABCs of Canadian Black History Kit

Linton Garner

Director of Blacbiblio

The panel discussion will center on the celebration of the Black contributions to the history of Quebec over the centuries from Mathieu da Costa in 1608 through to 2021. It will explain why it remains so important to not only highlight Black contributions during Black History Month in February, but throughout the year as well. A prime example of historical resources available to increase knowledge and awareness of the Black contributions to the history of Quebec is the ABCs of Canadian Black History Kit, which will be presented to the audience by its creator. The panel is sponsored by the Committee for the Enhancement of the Curriculum of the History of Quebec (ComECH-QC).

Day 3: Friday, November 5, 2021, 10:00am – Workshop Session

Session 7 – Workshop on QUESCREN's Education Research Briefs¹³

Moderators:

Debbie Horrocks

Director, The Leading English Education and Resource Network (LEARN)

Emma Legault

Assistant Director, The Leading English Education and Resource Network (LEARN)

This virtual interactive workshop will feature highlights from the eight education research briefs published by QUESCREN last spring, as well as opportunities for critical discussion with leaders from the English education and community sectors.

The workshop will focus on three themes:

1. The Increasing Vulnerability of the English-Speaking Community
2. The Diversity, Identity & Inclusion of English-Speaking Youth
3. Innovations in English Education

Special guests participating in the workshop include:

Cindy Finn (Director General, Lester B. Pearson School Board)

Tino Bordonaro (Chair, Advisory Board on English Education)

Alix Adrien (President, Quebec Board of Black Educators)

Kathleen Mulawka (Executive Director, Youth 4 Youth)

Patricia Lamarre (Professor, Université de Montréal, and co-author of the eight briefs)

The workshop is organized by the Leading English Education and Resource Network (LEARN).

12 <https://www.youtube.com/watch?v=XKdJ3F4f9Pg&list=PL0iUepVZGB-vGJQcceL9LjDDHZPEd-0b08&index=12>

13 <https://www.youtube.com/watch?v=kfqYZ7gkwrs&list=PL0iUepVZGB-vGJQcceL9LjDDHZPEd-0b08&index=13>

Day 3: Friday, November 5, 2021, 12:30pm – Keynote

Keynote Address: Celebrating Indigenous Languages in Academia¹⁴

Moderator:

Dominique Michaud

Director, Research Development, Office of Research, Concordia University

Keynote Speaker:

Manon Tremblay

Senior Director, Indigenous Directions, Concordia University

As post-secondary institutions seek to reconcile with Indigenous peoples and decolonize the academy, Indigenous languages are afforded very little attention. Universities can play a key role in fostering a thriving learning environment where Indigenous languages are welcomed and celebrated, and in helping to advance language revitalization and development. However, there are important considerations that need to be addressed to ensure academic integrity is maintained. This keynote address will discuss issues and exciting opportunities to build institutional capacity and foster excellence in teaching, learning and communicating in Indigenous languages on campus.

Day 3: Friday, November 5, 2021, 1:50pm – Concurrent Panels

Session 9A: Education Issues & English-Speaking Indigenous Communities¹⁵

Moderator:

Lina Shoumarova

Knowledge Mobilization Coordinator, QUESCREN

Cathy Martin

Independent Consultant

“Indigenous Education Initiatives in Quebec”

This presentation will begin with an overview of a new National Indigenous organization for Education Administrators. The First Nations Education Administrators Association was established in 2019 to provide capacity-building through peer-learning and networking. The FNEAA is a gathering place for its members to discuss the issues First Nation Education Administrators encounter when advocating and delivering First Nation education through our cultures and languages. As well, negotiating partnerships with provincial education authorities is prominent. Membership of FNEAA is comprised of principals, directors of education, and other educational authorities, both Indigenous and non-Indigenous who interact with First Nation students and education systems. This Indigenous Initiative is National inclusive of Quebec First Nations. The presentation will conclude with the sharing of best practices in Education Initiatives implemented by First Nations including Nations within Quebec.

14 <https://www.youtube.com/watch?v=EbDAznZPMhc&list=PL0iUepVZGB-vGJQcceL9LjDDHZPEd-0b08&index=14>

15 <https://www.youtube.com/watch?v=2cdWlpcHJOM&list=PL0iUepVZGB-vGJQcceL9LjDDHZPEd-0b08&index=15>

Loretta Robinson

Naskapi Curriculum Coordinator, Jimmy Sandy Memorial School

“Indigenous Language and Identity in the Classroom”

This presentation will discuss an intergenerational project done in a Naskapi school in the remote community, Kawawachikamach, located in northeastern, subarctic Quebec. The project will reflect on the importance of plurilingual pedagogies for First Nations language learning practices; specifically, we will examine a case of Grade 3 students who have a strong oral use of the Indigenous language, Naskapi. The presentation will illustrate how a learning community can create space for translanguaging and critical literacy skills as students produced identity texts in multiple languages (Cummins, 2005; Velasco and Garcia, 2014). This project, which involved grandparents who are the foundation of the Naskapi culture, allowed students to use both the Naskapi and English languages simultaneously. Over the course of the project, students began to take ownership of their learning, identified themselves as writers, shared their strategies for learning different languages and showed signs of developing metalinguistic awareness. This intergenerational project revealed how language, culture, power and identity intersect in the school setting. The learning experience of teacher and students will be shared during the presentation.

Session 9B: Learning beyond the Classroom¹⁶

Moderator:

Anthony di Mascio,

Professor, School of Education, Bishop's University

Gary Purcell

Project Coordinator, The Suspicious Fish Creative Literacy Organization

“2020Land: A Place for Teens”

In an effort to strengthen community through story, Suspicious Fish has been organizing and facilitating various forms of storytelling workshops for close to fifteen years. The majority of our participants have been primary school aged children, adults and seniors. With this background and effort in mind, our platforms have struggled to genuinely engage adolescents. Providing a platform for this age group is the primary motivation for our organization to develop a program called 2020Land. This program, which focuses on a less immediate focus to socially interact, provides mediums more accessible for teens, and involves prompts and exposure through social media, was developed after collaborating with other groups that focus on engaging adolescent youth. Based on what we know about the impact storytelling can have on both individual and their environment, we see a program like 2020Land providing more space for teens to inform their community and co-construct their surroundings.

Aimee Vieira

Professor of Sociology, Norwich University

“Homeschooling: The Other English Language Education Community”

With access to English language minority public education in Quebec restricted to students qualifying under Bill 101, homeschooling provides a path that allows families to educate some or all of their children in the language(s) of their choice, as long as both French and English remain within the curriculum from age 6 through 16. Families who choose English as the Language of Instruction may be Anglophone, Allophone, Francophone, monolingual, bilingual, or multilingual. Beyond the current pandemic schooling moment, this diverse community is little studied and lacks general visibility. These households may be overlooked in policy considerations and opportunities regarding minority community education vitality. This paper describes the terrain and introduces key provincial entities through an ethnographic lens.

16 https://www.youtube.com/watch?v=c09V_Br14VY&list=PL0iUepVZGB-vGIQccel9LjDDHZPEd-0b08&index=16

Session 9C: Panel discussion: Are Teachers Who Teach History in English-Language Schools Key for Vitalizing English-Speaking Quebec?¹⁷

Panelists:

Paul Zanazanian

Integrated Studies in Education, McGill University

Sabrina Moisan

Faculté d'éducation, Université de Sherbrooke

Both presenters will draw upon data from 3 different research projects that examine the experiences, beliefs, and practices of teachers who teach the History of Quebec and Canada program in English in English-language schools. Paul Zanazanian will talk about the following: These teachers' historical memory of English-speaking Quebec. How these history teachers position themselves regarding the exclusionary history program they are responsible for transmitting. These teachers' ideas about integrating social diversity through the teaching of history. Sabrina Moisan will talk about the following: These teachers' ideas about the plurality of perspectives in the teaching of the History of Quebec and Canada program. Francophone teachers' ideas regarding the plurality of perspectives, and how they compare with English-speaking teachers' own beliefs. Both Paul Zanazanian and Sabrina Moisan will then comment on the topic of the panel: Are history teachers who teach history in English-language schools key for vitalizing English-speaking Quebec?

Day 3: Friday, November 5, 2021, 3:10pm – Keynote

Keynote Address: The Future of Education in an Official-Language Minority Setting: Demographic Change and New Points of View¹⁸

Moderator:

Patrick Donovan

Research Associate, QUESCEN

Speaker:

Raymond Thériège

Commissioner of Official Languages of Canada

Canada's demographic landscape is in constant evolution; it is also very different than what it was half a century ago, when the Official Languages Act was first adopted. Our population is becoming increasingly diverse from coast to coast to coast. Our official language minority communities are also in tune with the changes taking place in Canadian society. With this transformation comes new points of views and different ways of doing things. Through a diversity lens, Raymond Thériège will share his perspective on the importance of education within Canada's official language minority communities. At a time where official languages and the needs of our minority communities are at the forefront, Commissioner Thériège will share an historical perspective of diversity in education and provide some thoughts on the future of education in a minority setting, the value of continued good academic research in this area, and more broadly, of our official languages as a fundamental value of inclusion.

Day 3: Friday, November 5, 2021, 4:00pm – Wrap-up Town Hall

Moderator:

Lorraine O'Donnell

Research Associate and Affiliate Assistant Professor, QUESCEN, Concordia University

The Education and Vitality Forum will conclude with an informal virtual discussion among participants about what they found interesting and engaging during the conference and what are some of their takeaways from this event.

17 https://www.youtube.com/watch?v=z_Z00JlqkCM&list=PL0iUepVZGB-vGJQcceL9LjDDHZPEd-0b08&index=17

18 https://www.youtube.com/watch?v=ahNYmEZMh_c&list=PL0iUepVZGB-vGJQcceL9LjDDHZPEd-0b08&index=18

List of Forum Presenters

Alix Adrien is a career educator and an in-school administrator. He was recognized with a distinguished service award from the Association of Administrators of English Schools of Québec. He is the president of the Québec Board of Black Educators (QBBE); an organization he joined in 1985. He is committed to the advancement of Black youth through education, thereby contributing to the vitality of a diverse and inclusive Québec society.

Sandy Astles is joining us from New Carlisle, 10 hours east of Montreal on the Gaspé Coast. She grew up on the coast and did her post-secondary studies at UNB in Fredericton. She then taught for 14 years in Ontario in the French Immersion programs during which time her family grew with two children. The pull to raise her children on the coast and near her parents was so strong that she moved back to the coast in 2006 and taught with the Eastern Shores School Board. After developing a penchant for special needs education, it was a natural move to apply on the Coordinator of Complementary Services in 2016. Since then, Sandy has developed many partnerships with community and health organizations who advocate for English services for her fellow Gaspésians.

Clarence Bayne, a retired professor emeritus of Concordia, obtained a PhD from McGill University in Economics and Econometrics. He has been a leader in the Black Community of Montreal and has received many awards for his scholarship and community leadership. He has written and lectured extensively on community economic and cultural development. He is the editor in chief of the International Journal of the Community Economic Development and Management Sciences.

Tino Bordonaro is a teacher, administrator, pedagogical consultant and university lecturer, and was appointed Chairperson of the Advisory Board on English Education (ABEE) at the Ministère de l'Éducation du Québec (MEQ). He understands the important role that the local school plays in the vitality of the English community, especially in Québec's regions where the school may be the only accessible English institution.

Richard Bourhis obtained a BSc at McGill University and a PhD in Psychology at the University of Bristol, England. He taught at McMaster University and is Emeritus Professor in Psychology at UQAM. He published in English and French on topics such as discrimination, intergroup relations, immigration, communication and language planning. He is Fellow of the Royal Society of Canada and received the Gold Medal Award of the Canadian Psychological Association for his lifetime contributions to Canadian Psychology.

Emilie Bowles started out her career as an adult education teacher in the New Frontiers School Board. Now she works as an educational technology consultant in the Anglophone adult education network. Her role involves supporting teachers in the development of interactive digital learning resources adapted to the Québec curriculum and to adult learners. Emilie is also working on her Master's thesis in Educational Technology at Concordia University.

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*. As Dean of Career Programs, he has overseen an OQLF-funded project to prepare interns to work in French-language work milieux; several Dialogue McGill-funded projects, including a feasibility study to increase Health and Social Services program internships in regions of Quebec; a *Secrétariat aux relations avec les Québécois d'expression anglaise*-funded study of factors in the retention in Quebec of graduates of Health and Social Services programs; and student success studies comparing male and female student success at John Abbott.

John Buck has been President and Chief Executive Officer of the Community Economic Development and Employability Corporation (CEDEC) since 2006. Prior to working at CEDEC, he worked in the field of finance with one of Canada's leading consulting firms. He is a Board Director on the Organisation for Economic Co-operation and Development (OECD) Local Employment and Economic Development (LEED) Forum; Director on the Board of Directors and Vice-Chair of the Canadian Society of Association Executives (CSAE); and a Director on the Board of Directors of the Provincial Employment Roundtable (PERT). John has studied at Bishop's University, McGill University and Laurier University and holds degrees in sciences and in business administration. He also holds a Certified Association Executive (CAE) professional designation and certificates in governance from The Institute for Corporate Directors (ICD).

Michael Canuel is the CEO of LEARN as well as Co-Founder of the Canadian e-Learning Network. He is well-known for his work in the field of e-learning, online pedagogy, and teacher professional learning. This year he spearheaded the creation of the Quebec Online Alliance, a virtual K-11 school for students with medical exemptions. Several years ago, he designed and helped implement a blended learning program used extensively in Thailand for the teaching of English as a Second Language.

Tya Collins is a PhD candidate in the Department of Administration and Foundations in Education at the Université de Montréal. Her thesis focuses on the experiences of Black students in special education. As a former special education teacher and administrator, some of her research interests include anti-Black racism, ableism, professional practices, collective trauma, ethics of care, radical love, and social justice in education.

Constance Crossland taught chemistry for 36 years at Champlain-St. Lawrence College. When she retired from teaching in 2010, she then served as a pedagogical counsellor for six years. While at St. Lawrence, she served as a department coordinator and program coordinator, and authored a number of program evaluations and revisions. She now works as a pedagogical counsellor on projects for the College Development Office at John Abbott College.

Patrick Donovan has worked on projects for the Quebec English-Speaking Communities Research Network (QUESCREN) since 2010. His PhD thesis in history (Université Laval) deals with the evolution of ethno-religious boundaries within charitable networks for Quebec City's English-speakers. He has a Master's degree in Heritage Preservation (Université de Montréal), 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.

Caroline Dufour is a graduate of Bishop's University and is currently studying political science at the Université de Montréal at the graduate level. She also works as a researcher and data analyst for Playfair Statistics. Her interests include climate policy, social inequalities, political polarization and quantitative analysis.

Angelica Galante is an Assistant Professor in Language Education and TESOL at McGill University, Canada. Her research focuses on social factors that impact language learning, innovative language pedagogy, and the effects of plurilingual and translanguaging approaches on student learning. She is the recipient of the 2019 Pat Clifford Award awarded by EdCan Network for excellence in educational research. At McGill, Dr. Galante is Director of the Plurilingual Lab where she and her team mobilize research knowledge and teaching resources. She has published in journals such as *Applied Linguistics*, *International Journal of Multilingualism and TESOL Quarterly*.

Linton Garner is a community organizer who has worked on issues impacting youth, housing, police relations, race relations, education, seniors, health, and social services as well as minority and minority language rights. Linton is the co-creator of the ABCs of Canadian Black History, the Quebec Regional Director of the Canadian Association of Black Journalists, Host of CityLife Outaouais TV and is responsible for Revenue Generation and Grant Writing for the Quebec Community Newspaper Association.

Maria Giammarco is a Senior Lead of Research & Development at the Business + Higher Education Roundtable, a national non-profit focused on building the capacity of Canada's skills, talent, and innovation ecosystem. Maria holds a PhD in Cognitive Neuroscience and uses her background in science policy, behavioural science, and applied social impact research to drive R&D for more equitable, person-centered learner pathways.

Trista Hollweck is a *pracademic* who straddles the world of research, policy, and practice. She is a former teacher, vice-principal, and school district consultant for the Western Quebec School Board and leads the Accompaniment: Practice and Research project for the LCEEQ. Trista is also a Part-Time Professor and Director of the ARC Education Project at the University of Ottawa. She researches pracademia, systemic change, teacher professional learning, mentoring, coaching, and induction.

Debbie Horrocks is a Director of the Provincial Resource Team at LEARN, supporting the development of Quebec's community school network, known as Community Learning Centres (CLCs). Debbie has a Bachelor's degree from Concordia University and has worked for more than 20 years in community development with the English linguistic minority community in Quebec. She was a Commissioner with the Riverside School board for eighteen years, including eight years as Vice Chairman. Debbie is the Past President of

the Quebec English School Boards Association (QESBA) and Senior's Action Quebec (SAQ), and was a founding member of RAPID, a non-profit organization formed to promote the development and facilitate the delivery of resources to English-speaking children and adults with special needs on the South Shore of Montreal. Debbie currently sits on QUESCEN's ILET committee (Inter Level Educational Table) and the organizing committee for the Education and Vitality Forum.

The Honourable **Marlene Jennings**, who became President of the Quebec Community Groups Network in November 2020, is a retired lawyer and former Member of Parliament. She is a valued contributor to Quebec's English-speaking community on a wide range of issues ranging from education to health and access to justice. In 2015, Marlene chaired the Elections Systems Study Panel which handed down recommendations that aimed to protect the constitutional rights of English-speaking Quebecers and the integrity of our educational institutions.

Margo Legault holds a Masters in Human Rights Law (Irish Centre for Human Rights), a Bachelor of Civil Law (Université de Montréal), a Bachelor of Common Law (University of Ottawa) and a Bachelor of Commerce (Concordia). She is the Executive Director of Literacy Quebec, where since 2011 she has led the day-to-day operations. Margo has been able to use her business and legal background to facilitate capacity building, as well as increase advocacy and awareness efforts for the network of literacy practitioners across Quebec. Under her guidance, Literacy Quebec has been able to innovate, grow and formalize meaningful partnerships.

Cathy Martin is a Mi'gmaq Grandmother from Listuguj First Nation. Dr. Martin has a Doctorate Degree in Educational Leadership from the University of Phoenix. She is currently an elected member of council for the Listuguj Mi'gmaq Government. Dr. Martin has published in 2019: *"STRENGTHENING CANADIAN INDIGENOUS RELATIONSHIPS AND DECISION-MAKING PROCESSES."* She is currently employed with the First Nations Education Administrators. She is also a member of the QUESCEN.

Sylvia Martin-Laforge, who has been the Director General of the Quebec Community Groups Network (QCGN) for almost 15 years, has vast experience at the federal government and government of Ontario dealing with linguistic minority communities as well as women's and indigenous people's issues. Prior to her taking the helm at QCGN, Martin-Laforge was involved in policy and program development in employment equity and linguistic duality. In 2012, she was awarded the Queen Elizabeth II Diamond Jubilee Medal which honours significant contributions and achievements by Canadians.

Sabrina Moisan is professor in the Faculty of Education at the Université de Sherbrooke. Her work focuses on the relationship between collective memory, the teaching and learning of history at the secondary level, the teaching of genocides and other sensitive themes related to racism, as well as on the civic purposes of history education. She directs the research project "Plurality of historical experiences in the past of Quebec and Canada and its teaching: representations of historians, teachers and future history teachers" funded by SSHRC (2017-2022).

Lorraine O'Donnell has a Ph.D. in History (McGill), a Master's in History (York), and a Graduate Diploma in Community Economic Development (Concordia). She is Research Associate at the Quebec English-Speaking Communities Research Network (QUESCREN), where since 2008 she has led day-to-day operations. Before that, she worked as archivist, researcher, teacher, and public historian. In 2015, she became an Affiliate Assistant Professor with Concordia University's School of Community and Public Affairs. Lorraine's research focus is Canadian women's history and history/heritage projects that involve and help build communities. She has contributed to English-speaking Quebec history exhibits on the topics of immigration, Jewish and Irish communities, social movements, and housewives.

Gary Purcell has been working in the English public education sector for the past fifteen years. A graduate of Concordia University's Creative writing and English literature program, he founded The Suspicious Fish Creative Literacy Program in 2008. Initially created to service marginalized English speaking youth in the Verdun community, the organization now offers programs to the southwest at large. He lives in the borough of Verdun and continues to play a role in the daily operations of the Fish.

Susan Regan is currently a Pedagogical Counsellor at John Abbott College and a member of John Abbott's Student Success Committee. Formerly, she taught in the Graphic & Web Design program (and its previous incarnations) at John Abbott for 32 years and retired from teaching in 2015. She also taught the Philosophy of Education, Introduction to Teaching, Anthropology of Education, and Educational Theories at Concordia University from 1990 through 2001. She has a PhD in Philosophy, major field Philosophy of Education, minor fields History of Ideas and Feminist Theories.

Brian Rock is a retired School Principal and Teacher of History of Quebec. Brian chairs the Committee for the Enhancement of the Curriculum of the History of Quebec. A former Executive Director of the Regional Association of West Quebecers, Brian serves as Director of QCGN, WQ Literacy Council, QFHSA, RAWQ, as well as being Secretary of the Task Force on Linguistic Policy and Vice-President of the Hull-Aylmer Senior Council.

Loretta Robinson is a Naskapi Cree educator from the Naskapi Nation of Kawawachikamach of Quebec and member of the Pimicikamak Cree Nation of Manitoba. With a graduate (M.Ed.) and an undergraduate degree (B.Ed. and B.A.) from Bishop's University, Loretta works with a variety of school boards and universities on integrating Indigenous ways of knowing in learning settings, Indigenizing the curriculum and preserving Indigenous languages in the early years. As one of the creators of Quebec Teacher Competency: Valuing Indigenous Pedagogy, Loretta uses this framework to support teachers in applying a culturally responsive approach in school settings.

Désirée RoCHAT is a community educator and transdisciplinary scholar. She holds a PhD in Educational studies from McGill University and is the program director of the Observatoire des communautés noires du Québec. She is also the current researcher-in-residence at the Concordia University Library.

Lucie Roy holds an MA degree in Educational Administration and a Graduate Certificate in Educational Administration. She has been an Assistant Director General of Riverside School Board since 2016. In the past ten years, she has also been Director of Educational and Complementary services in Adult Education and Vocational Training and Technologies, including Business Services, RAC (Recognition of acquired competencies) and SARCA (Service, Accueil, Référence, Conseil, Accompagnement). She has been responsible for Community Learning Centres and international students in the adult and youth sectors, the provincial and regional RECIT AGE (adult general education) and vocational training. Previously, she has worked as school principal and teacher.

Nick Salter is an experienced leader and strategist with expertise in public policy, communications, and engagement. He is currently the Executive Director of the Provincial Employment Roundtable, a non-profit policy, research, and engagement organization that focuses on the employment challenges and opportunities of Quebec's English-speaking communities. Prior to directing the Provincial Employment Roundtable, Nick helped launch and build McGill University's Max Bell School of Public Policy. Before that, he worked in open government and open data as Director of Policy and Communications at Powered by Data. Nick has also been involved in federal politics – leading the team of a Member of Parliament and advising teams at a regional level. Nick's involvement in the public, social, and nonprofit sectors dates to 2008. He has worked with foundations, boards, community organizations, health and social services, higher education institutions, and multiple levels of government. He holds an MSW in International and Community Development, a BA in Psychology, and a Graduate Certificate in Public Relations Management. Nick is also a past fellow of the McGill Institute for Health and Social Policy.

Marion Sandilands was born in Montreal and is a graduate of MacDonald Cartier High School in Saint-Hubert (now Heritage High School). She completed her undergraduate and law degrees at McGill University. She now practices at Conway Litigation in Ottawa, practicing civil litigation, constitutional and administrative law. Marion has appeared before the Supreme Court of Canada on matters of constitutional law and teaches Canadian Federalism Law at the University of Ottawa.

Richard F. Schmid is a Full Professor of Education at Concordia University. He was Department Chair for almost 20 of his 43 years at Concordia. The Department of Education is similar in structure to Faculties of education, with four sub-departments, 13 graduate and undergraduate programs, 50 full time faculty, over 100 part time instructors, and ten staff. His research interests include the uses of technology for learning especially at the postsecondary level. He leads the educational technology strand of the Centre for the Study of Learning and Performance, and has undertaken major systematic reviews of technology integration in tertiary learning environments. A 2014 meta-analysis involving over 1000 studies examines technology integration in post-secondary contexts, demonstrating that the key to effectiveness is the pedagogy. His textbook: *Educational Psychology: Reflection for action* addresses all the issues related to education in Canada, including learning, motivation, environment and school management. He has supervised over 60 doctoral and Master's theses.

Wendy Seys is the Executive Director of the Yamaska Literacy Council, a community-based literacy organization in the Eastern Townships. She has worked in the adult literacy field since 1989. She has a BA from the University of Toronto, and a MA in Educational Studies from Concordia University. She serves on the Board of Directors of Literacy Quebec, and the Governing Board of the Eastern Townships Adult General Education.

Ghada Sfeir holds a doctoral degree in Interdisciplinary Graduate Studies, University of Saskatchewan. Dr. Sfeir's research and publications are in the areas of Cosmopolitanism, Multiculturalism, Diversity, Equity and Inclusion, Adult Education and Social Studies. She advocates for the revision of the Canadian curricula, particularly social studies and history, to account for the voices of oppressed groups rendered invisible in Canadian social policies and curricula. Recently, she co-authored a chapter, *Global Problems Require a Global Citizenry: The Case for Teaching Global Citizenship*, in an edited book, *Teaching Global Citizenship: A Canadian Perspective* (2020, Canadian Scholars' Press). She serves on the executive editorial board of the International Journal for Talent Development and Creativity and is a reviewer for the Common Ground Research Networks. She is currently completing a book manuscript with the proposed title: *Cosmopolitanism and Canada's Growing Diversity: A Better Strategy Than Multiculturalism*. Dr. Sfeir is a member of various academic and research advocacy groups such as Quebec English-Speaking Community Research Network (QUESCREEN), Comparative and International Education Society of Canada (CIESC), Interdisciplinary Social Sciences, and the Montreal Council of Women. Her professional activities also include the organization and facilitation of webinar series on timely and pressing issues facing our society to advocate against systemic racism. She has received the Concordia Volunteer Recognition Award in 2012.

Lina Shoumarova is a two-time Concordia graduate with Master's degrees in Educational Studies (2020) and Media Studies (2007). She has worked in the field of education for ten years in various capacities – as an university instructor, educator and tutor for high school and elementary school students, workshop facilitator for adult learners, administrator, researcher and writer. Her research interests concern literacy, alternative forms of education and the cultural dynamics of language, particularly as they play out in the field of publishing and in the book as an object.

D'Arcy Springate-Floch was born in the Eastern Townships and graduated from Bishop's University with a degree in International Political Economy. His work with Playfair Statistics focuses on the disparities and challenges faced by the English-speaking community of Québec. D'Arcy also works part-time with the Parent Resource Centre of Ottawa on municipal childcare access and early education metrics.

Raymond Théberge took office as Canada's Commissioner of Official Languages in January of 2018, for a term of seven years. He came to the job after having served six years as president and vice-chancellor of the Université de Moncton, in Moncton, New Brunswick. A native of Sainte-Anne-des-Chênes, Manitoba, a town 40 km east of Winnipeg, M. Théberge has a PhD in linguistics from McGill University in Montreal, a master's degree in applied linguistics from the University of Ottawa and a bachelor's degree in history from the Collège universitaire de Saint-Boniface, in Winnipeg. He has worked for both the Manitoba and Ontario provincial governments as an assistant deputy minister of education. He is also a former executive director of the Société franco manitobaine, and of the Council of Ministers of Education of Canada.

Manon Tremblay is the Senior Director, Indigenous Directions at Concordia University where she oversees the implementation of the Indigenous Directions Action Plan. Prior to her appointment at Concordia, Manon was the Director, Indigenous Research at the Social Sciences and Humanities Research Council of Canada where she led the initiative to build Indigenous research capacity. Prior to that, she was the Senior Project Leader for the Public Service Commission of Canada's Aboriginal Centre of Expertise where she worked in strategic Indigenous talent management programs and services. Manon has dedicated her entire career to the advancement of Indigenous Peoples. A member of the Muskeg Lake Cree Nation, she is passionate about the preservation of the Cree language.

Aimee Vieira serves as Professor of Sociology at Norwich University in Vermont. She completed her thesis project at the Université de Montréal (2008) on Anglophones in the Eastern Townships, and has continued to work on linguistic and other minority communities at the household level in Quebec and the North Eastern United States throughout her career. She currently is the Chair of the Diversity Committee of the Rural Sociological Society.

Dorothy W. Williams specializes in Canadian Black history. Her expertise is in demand for public lectures and consulting, supporting media research and consulted with various governments. With a Masters in History, and a doctorate in Library Studies, Dorothy's company, Blacbiblio.com, Inc. promotes African-Canadian history using "The ABC's of Canadian Black History Kit." Dr. Williams has many awards for her groundbreaking work including "Quebec Laureate" in 2002.

Paul Zanazanian is an Associate Professor in the Department of Integrated Studies in Education at McGill University. His overall research examines the workings of historical consciousness, with a particular focus on practitioners' historical sense-making and its impacts on their awareness of self and agency. His interests include the politics of history teaching; official state narratives and issues of exclusion; and problems of history, identity, community vitality (i.e., English-speaking Quebec).



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