

Education & Vitality Forum

QUESCREN's Education Research Briefs

Moderators: Debbie Horrocks, Emma Legault (LEARN)



Goal of Today's Session

- (1) Showcase key data points from the 8 educational research briefs;
- (2) Generate discussions that surface critical insights, expand understanding or possible solutions to key challenges.

Highlights from Briefs

Theme 1: Increasing vulnerability of English Speaking Community

Theme 2: Diversity, Identity & Inclusion of English Speaking Youth

Theme 3: Innovations in English Education

Educational Insiders

Special Guests

Dr. Cindy Finn

Director General, Lester B. Pearson School Board (LBPSB)

Tino Bordonaro

Chair, Advisory Committee on English Education (ABEE)

Alix Adrien

President, Quebec Board Of Black Educators (QBBE)

Ms. Kathleen Mulawka

Executive Director, Youth 4 Youth (Y4Y)

Dr. Patricia Lamarre

Professor at UQAM and co-author of the Educational Research Briefs

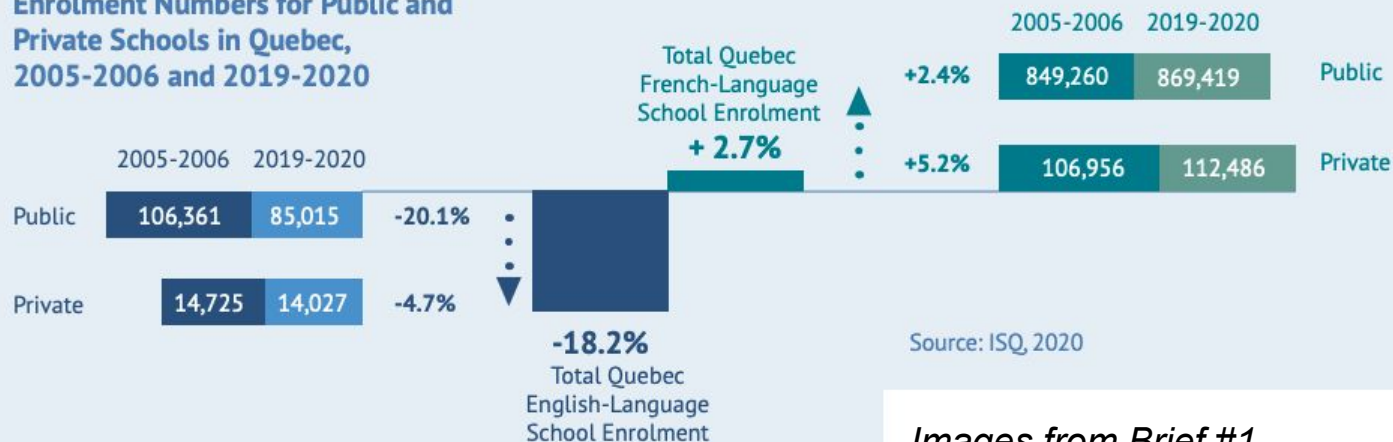


1. Increasing Vulnerability of the English Speaking Community

Highlights from brief:

- 1 Decline of Enrolment in Quebec's English-Language School Sector
- 3 Challenges Around Resources and Services in Quebec's English Language Schools
- 4 The Provision of Services to Special Needs Students in Quebec's English-Language Public Schools
- 8 The Community School Network (CLCs) in Quebec's Official Language Minority Community

Enrolment Numbers for Public and Private Schools in Quebec, 2005-2006 and 2019-2020



Images from Brief #1.

Percent Decline for Public and Private Schools in Quebec, 1971-1972 to 2019-2020

English-language sector

-61.3%

French-language sector

-28.8%

Source: ISQ, 2020; MELS, 2014

Challenges Around Resources and Services

- **Schools in remote areas with isolated communities**
 - Limited resources outside of school
 - CLCs promote/facilitate access
- **Small school populations negatively impact funding**
 - Rural, semi-rural and some urban settings
 - Schools more vulnerable to closure
 - K-11 mergers, sharing space with French schools
 - Limits funding support
- **Access to support services**
 - Lack of available English-speaking professionals
 - Government-required written French test
 - Travel & cost

- **Students with special needs**
 - Insufficient funding support available
- **Students from neighbourhoods with low socioeconomic status**
 - Rising as a consequence of out migration of educated English families*
- **Indigenous student population**
 - Mostly educated in English-language schools
 - Curriculum needs greater flexibility and cultural relevance
- **Physical & structural environments**
 - 30% considered subpar in 2017

Comparison of Number of Students with Special Needs, Quebec's English- and French-Language Public schools, 2001 to 2016

English-language school

+122.3%

9,002 to 19,108 students

French-language school

+59.9%

108,252 to 173,061 students



1 in 5 students in the
Quebec public school
system has special needs

Source: CDPJ, 2018

Rate of Regular Class Integration in Public Schools for 2015-2016

English-language school

88.1%

French-language school

72.5%

Source: CDPJ, 2018

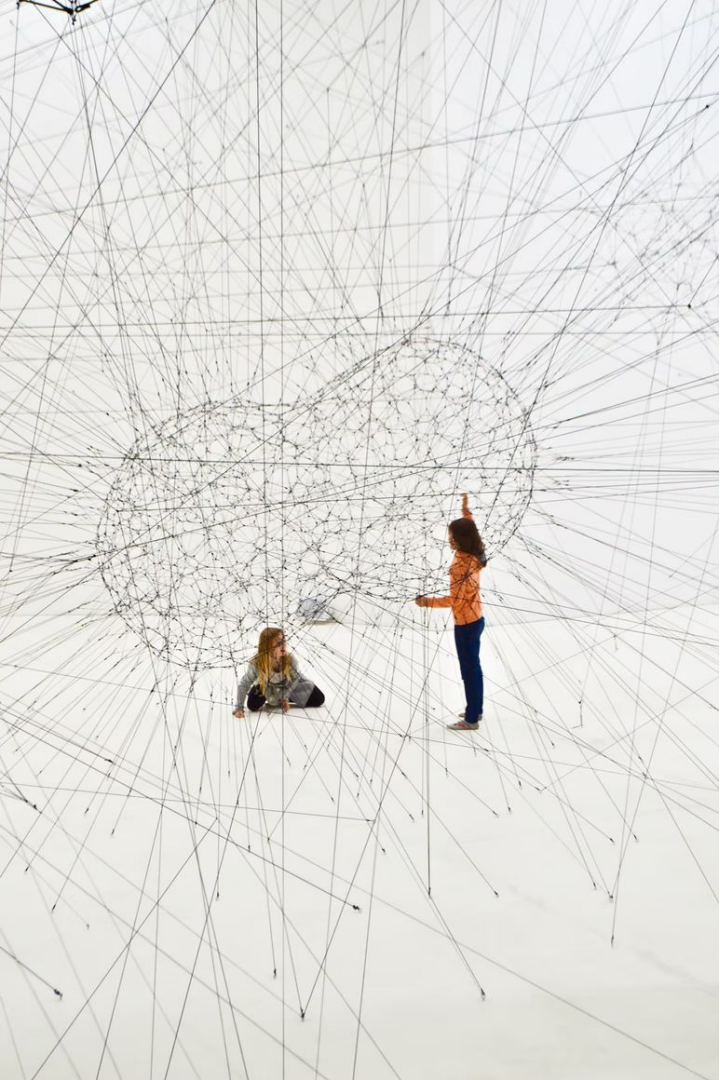
Images from Brief #4.



Provision of Services to Students with Special Needs

- **Administrative requirements can delay putting adapted services in place**
- **Lack of access to qualified professionals to do the diagnostic assessment and ensure follow-up***
 - Parents may turn to private sector; however, school may not recognize diagnoses
 - Hard to attract English language professionals
 - French language proficiency requirements considered a barrier
 - French speaking professionals, seen as a 'shared resource', are often unable to provide services in English
 - Remote areas experience shortages more acutely
 - Little to no incentives offered to professionals to travel or relocate
 - Referrals driven by availability of professionals rather than needs of youth
 - CLCs can sometimes improve the situation

- **Insufficient classroom resources available**
- **Teachers do not always have adequate training to support children in difficulty**
 - Compounded by integration in regular classrooms without clear diagnoses
- **Complaints regarding services for students with special needs have risen from 4% in 2000 to 30% in 2018**
- **CLCs are financially vulnerable.**



Insights from Educational Insiders

Q for Cindy Finn:

What are some of the most creative ways you've seen schools and school boards navigate resource challenges?

Q for Tino Bordonaro:

We understand that ABEE is given the opportunity to flag these - and other - challenges to decision makers at the ministry. To your knowledge, what actions, if any, should be explored?

2. Diversity, Identity & Inclusion of English Speaking Youth

Highlights from brief:

5

The Demography of Quebec's English-Language Schools: Complexity, Changes & Community Issues

7

Outmigration of Quebec's English-Speaking Youth

6

Bilingual Education in Quebec's English-Language Schools

2

Representation of English-Speakers in Quebec's Education Ministries and Curriculum Development

2016 French-English Bilingualism Rate

69%

with English
as a mother tongue

51%

with mother tongue
other than English or French

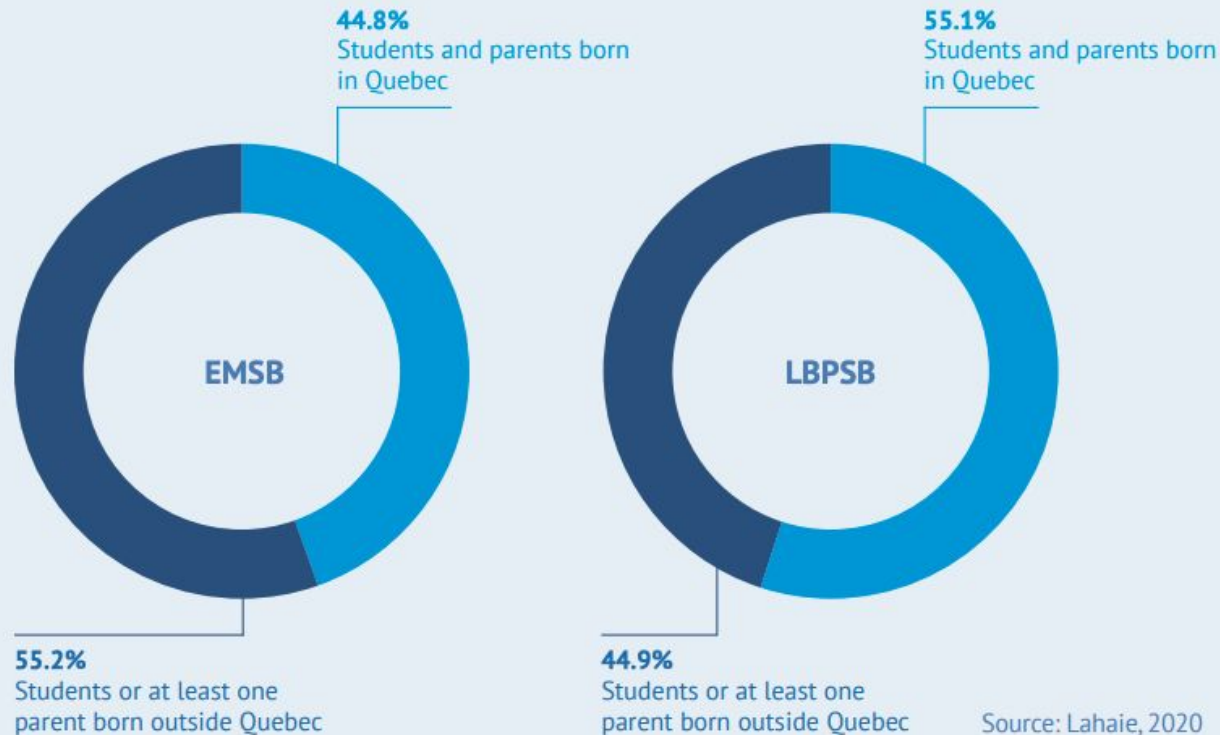
40%

with French
as a mother tongue

Source: Turcotte, 2019

- Community members have identities influenced by **multiple linguistic, ethnic, and regional backgrounds**.
- Most bilingual youth **retain a sense of belonging** to either the French- or English-speaking communities of Quebec, regardless of high-level competence in both languages.
- **Over a third** of students in the English-language school sector do not have English as their mother tongue.

Percentage of students and their parents born outside of Canada in two Island-of-Montreal English-language school boards for 2019



Source: Lahaie, 2020

In the general population, the highest rate of bilingualism is among youth.

59%

15-19 years old

65%

20-24 years old

65%

25-29 years old

Source: ISQ (2019); Turcotte (2019)

- **Composition of school teams has changed**; high-level French language skills are needed to teach French language and grammar and subjects taught in French, such as history. Many such teachers are native French speakers.
- Increasing number of English-speaking families **sending their children to French-language schools.**
 - Desire for strong French proficiency
 - Desire for youth retention
- ABBEE argues that schools should provide strong skills in “**biliteracy and biculturalism.**”



Reasons English-speaking youth may choose to leave region or province



Source: Holley, 2017; Sioufi & Bourhis, 2018

- An ongoing factor in the decline of Quebec's English-speaking youth is **outmigration**.
- **Unemployment and low-income** cut off rates are higher for English-speaking youth.
- Although Quebec's English-speaking youth are **more bilingual and educated** than in the past, they not only **earn less** than their Francophone counterparts, but they also seem to have **a harder time** finding employment in their field.

In early 2020, there were only 25 Anglophones out of 1,335 regular employees in what was then a single education ministry called the Ministère de l'Éducation et de l'Enseignement supérieur (MEES),² or 1.9% of the total.

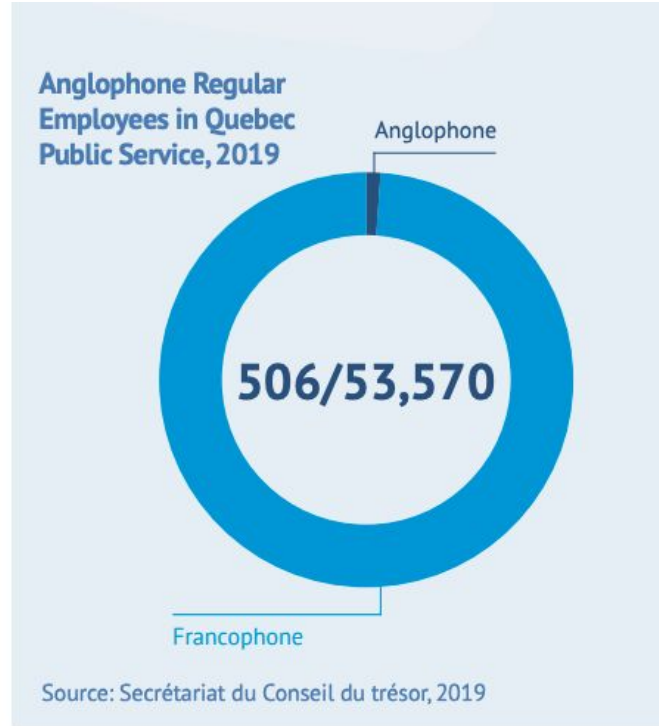
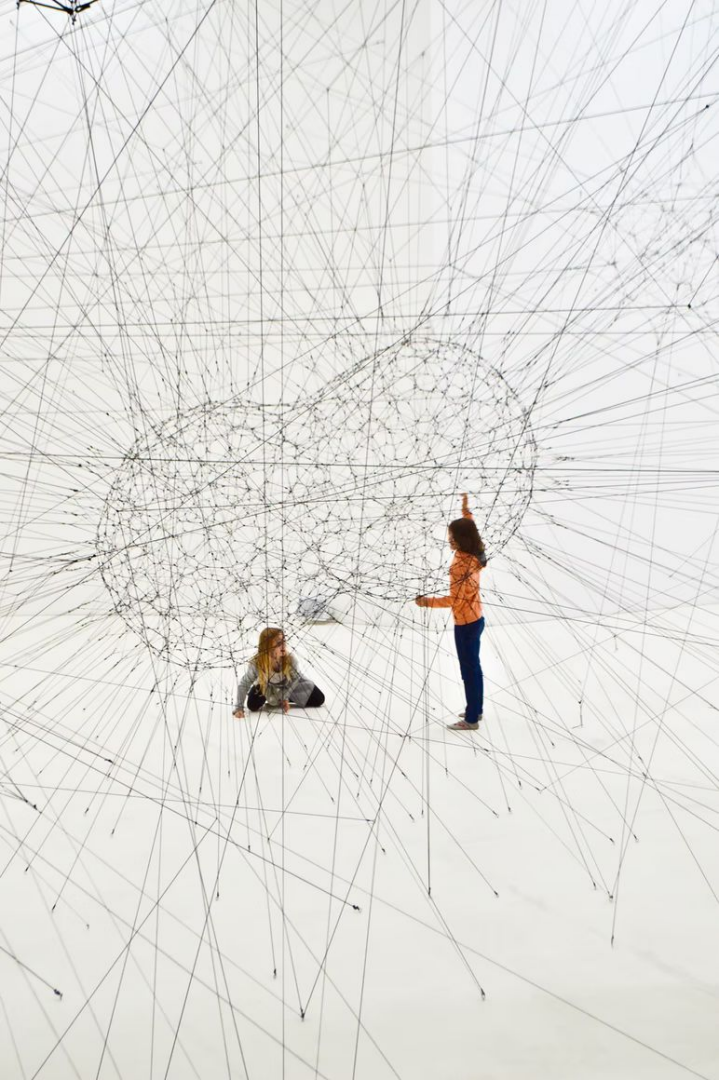


Image from Brief #2.

- **Role of ADM expanded** to include Indigenous and cultural communities.
- English community has **little influence on curriculum**, with has mostly led to English education policy [being] largely a translation of French education policy.



Insights from Educational Insiders

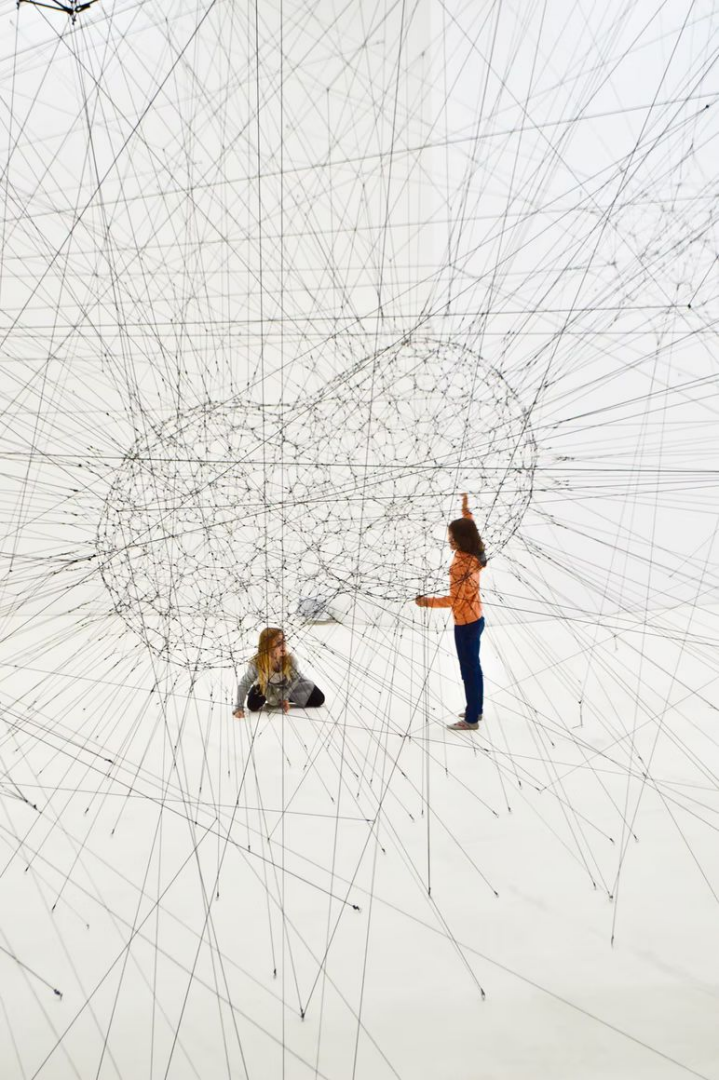
Q for Alix Adrien:

Within one of the briefs, ABEE calls for English schools to promote biliteracy *and* biculturalism. What might bicultural, or multicultural, education look like in practice?

Q for Kathleen Mulawka:

Is there anything you might like to add to our understanding of existing barriers to youth to building a life and career here in the province?





Breakout Room Discussions

- A. How might diverse English cultural heritages be transmitted/promoted in schools (*beyond history class*)?
- B. How might we foster the *linguistic confidence* of bilingual Eng. speakers in our schools and/or community?

3. Innovations in English Education

Highlights from brief:

- 2 Representation of English-Speakers in Quebec's Education Ministries and Curriculum Development
- 3 Challenges around Resources & Services in Quebec's English-Language Schools
- 4 Provision of Services to Special Needs Students in Quebec's English-language public schools
- 6 Issues of Bilingual Education in Quebec's English-Language Schools
- 8 The Community School Network in Quebec's Official Language Minority (OLM)

Innovations in English Education

- Provide elementary and secondary schooling in the same building
- Share a school building with the local French-speaking school,
- Telepractice - an alternative to the conventional on-site service delivery
- NANS - an intervention strategies developed to promote greater student success
- CLCs - touted way back in 2011 as one of the Ministry investments that is “paying dividends and should be maintained and extended.”
- LEARN translated and coordinated publications on behalf of all English school boards.



Innovations in English Education

- Introduction of French Immersion in the mid-60's - community driven
- PÉLIQ-AN exchange program / Option-études Châteauguay
- The CLC approach has put Quebec's English-speaking schools at the forefront of innovative models for schooling in minority language settings
- Access to health and wellness resources for students and families is increased through partnerships created in CLC schools with the Community Health and Social Services Network (CHSSN)
- CLC schools promote recognition of Indigenous peoples and reconciliation



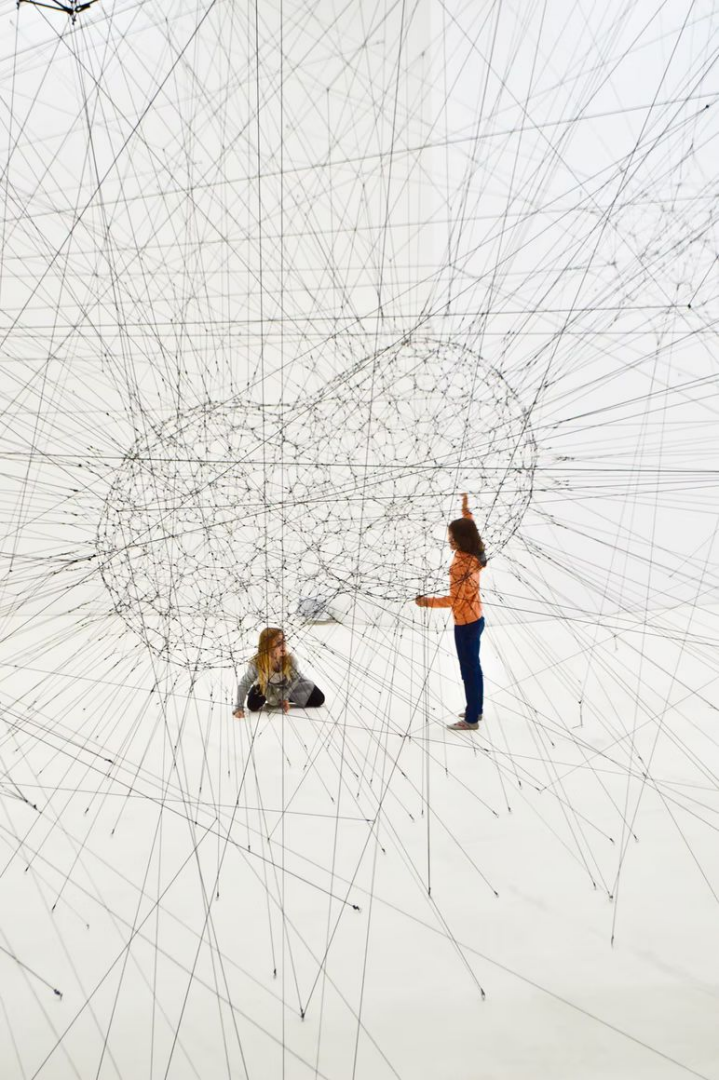
Insights from Educational Insiders

Q for Cindy Finn:

The English school boards have to continually improve services to attract and keep eligible students. Are there other innovative practices that stand out for you that could contribute to attracting students back to the English system?

Q for Patricia Lamarre:

In addition to the QUESCREN briefs, you were involved in two large-scale evaluations of the CLC Initiative. Why do you think the CLC approach comes up as an effective strategy in such a wide range of contexts?



Breakout Room Discussions

- A.** What other innovations in English education, if any, are actively helping us to bridge gaps in services to youth and families?
- B.** How might we further invest in promising practices? What resources, knowledge and/or skills are needed to expand/scale existing innovations?

Read and share the QUESCREN Education Research Briefs

**THANK
YOU!**