



AN ASSOCIATION

FOR THE ENGLISH-SPEAKING COMMUNITY
OF THE EASTERN TOWNSHIPS





With active programs addressing heritage and culture, community development, health and social services and youth, **Townshippers' Association** works on behalf of ~46,000 members of the English-speaking community in the Historical Eastern Townships.



is a non-partisan,
not-for-profit
community group
with a mission to:

PROMOTE

the interests of the English-speaking community
in the historical Eastern Townships;

STRENGTHEN

the cultural identity of this community;

ENCOURAGE

the full participation of the English-speaking
population in the community at large.

THE ENGLISH-SPEAKING COMMUNITY

Historical Eastern Townships

* First Official Language Spoken (2011 Census)

ADMINISTRATIVE REGIONS

Estrie and parts of the
Montérégie-East, Chaudière-
Appalaches and Centre-du-
Quebec.

** Partial MRC



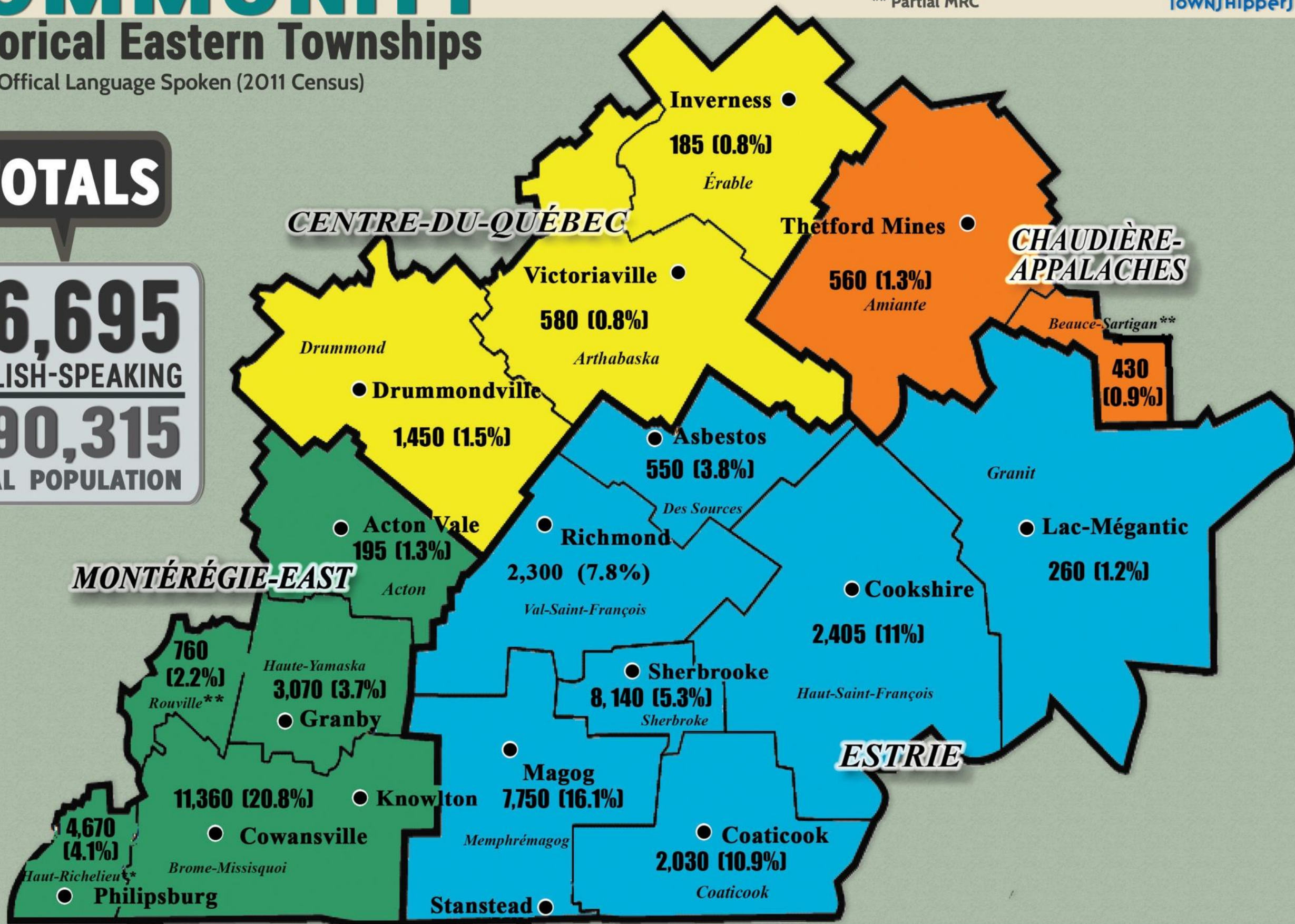
TOTALS

46,695

ENGLISH-SPEAKING

890,315

TOTAL POPULATION



Factors Contributing to the Vitality of OLMCs

(Canadian Heritage 2013, 3)

Individuals that have:

A sense of belonging to the language community

Linguistic aspirations and relevant practices

A community that has:

A collective leadership

An ability to mobilize

An environment that provides:

Education in the language of the minority

Recreational and cultural activities

Presence of institutions and active offer of services

Visibility of the language

Economic and social integration

Factors Contributing to the Vitality of OLMCs cont.

(Canadian Heritage 2013, 3)

Relationships with the majority that lead to:

Support from the majority and cooperation between the two language groups

Recognition of and respect for language rights

Influence and power within institutions

The ability to subscribe to a wider linguistic environment that allows:

An alignment with a larger and stronger Francophonie

To balance the needs of both language groups in Quebec

Community life in an OLMC context

English-speaking community is diverse and dispersed across the province

Increased barriers to education, health, and employment

Institutional completeness and a vital OLMC are linked

Members need outlets affirm their individual and collective identities, access resources, and experience their culture in a meaningful way

Feelings of exclusion and isolation from wider society are more prevalent

(Lamarre 2008; QCGN 2009; Landry, Allard, Deveau 2013; Hunting 2015)

Educational institutions within an OLMC context



(QCGN 2009; Landry, et al 2013; ESSP, 2015; Hunting 2015)

Socio-Demographic trends among English-speakers in the Historical Eastern Townships

Proportion of individuals aged 45 and up higher than the proportion of those aged 0-44 (Pocock, 2015A)

Consistent out-migration of youth population (Kischuk, 2010; Pocock & Hartwell 2010; Hunting, 2015)

High levels of unemployment and low levels of income, even for those with higher levels of education among individuals ages 15-44 (Pocock, 2015A)

One quarter of the English-speakers living in the HET do not have a high school certificate (Pocock, 2015A)

English-speakers living in the Estrie administrative health region exhibit some of the lowest levels of self-esteem among the province's 12 administrative health regions (Pocock, 2015B)

ESC members living in the Estrie administrative health region also ranked among the lowest provincially in perceived mental health status and their impression that their lives had a sense of meaning or direction (Pocock, 2015B).

Community Learning Centers (CLCs)

The model

(QESBA, 2006;
Gonsalves et al,
2014; ESSP 2015)

Support the comprehensive development of citizens and communities by fostering relationships between schools, families and communities

Support the needs of students, their families, and the wider community

Offers diverse services and activities available outside of regular school day hours

How they work

(Gonsalves et al,
2014)

Partnerships between educational institutions/families/local service providers/community organizations

Develop and implement new strategies that bring additional resources into their communities

Solidify the commitment that local institutions and organizations have to investing in the health, well-being, and education success of minority language youth

Learning/information Commons

The model

(Educase, 2011; OSLA 2010; CLA 2014; Loertscher and Koechlin 2014)

Modern learning taking place in a multi-purpose environment designed to accommodate a variety of learning activities

Holistic approach that combines education and outreach to create a new model focused on collaborative learning that extends beyond the physical space of an educational institution

Opportunities for making, doing, communication, and thought that enrich learning with a cross-curricular perspective

How they work

(Educase 2011; CLA 2014; Loertscher and Koechlin 2014)

Traditional library settings, whether public or linked to educational institutions (K-12 and higher education), are transformed from warehouses for collections of resources and the cataloguing of knowledge into learning communities where the goal is to build relationships between all levels of learners and foster the growth of knowledge and creativity within the milieu

Makerspaces

The model

(Educase 2013;
Rosenfeld
Haverson and
Sheridan, 2014;
Kurti, Kurti and
Fleming 2014)

An offshoot of the *maker movement*

Individuals engaged in the production of different goods who have found either physical or virtual ways to share their knowledge of production and creation with others

Invite curiosity, inspire wonder, encourage playfulness, promote problem solving, celebrate trial and error and embrace collaboration

How they work

(Educase 2013;
Rosenfeld
Haverson and
Sheridan, 2014)

Community learning environments equipped with tools, resources and space for inquiry-based learning

Often integral features of libraries and other educational spaces that have been transformed by the Learning Commons model

Bring together teachers, librarians, students, and community members and promote a new perspective on learning that builds and strengthens community ties

CLCs, Learning Commons, and Makerspaces in action

CLC examples

- 37 CLC schools across the province
- HET: **three** elementary school CLCs (Princess Elizabeth, Pope Memorial, Asbestos-Danville-Shipton); **one** secondary school CLC (Richmond Regional)

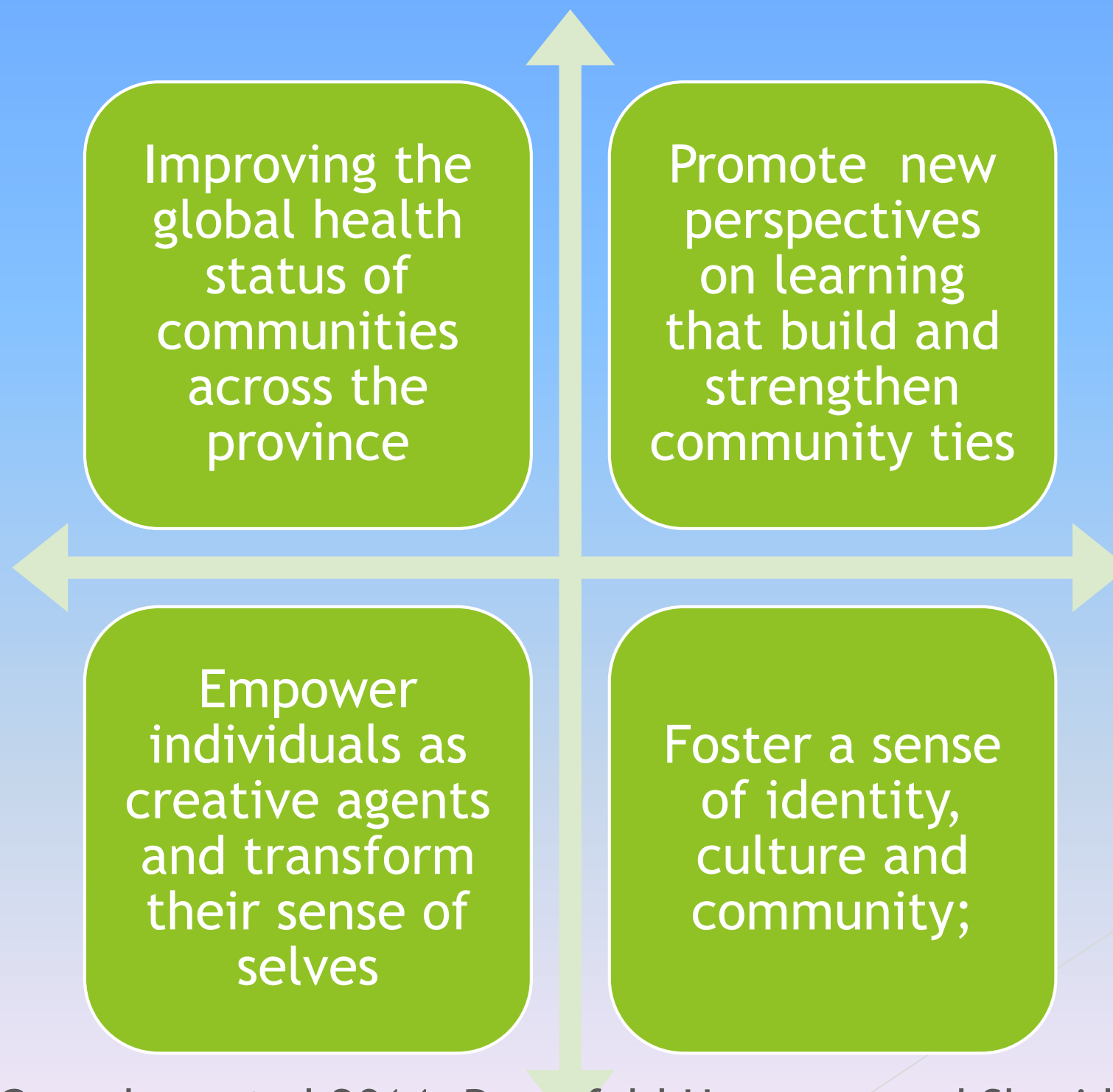
Learning Commons examples

- Throughout Ottawa's Catholic School Board
- West Bay, MacKindale, and George Vanier elementary schools in BC
- York, Brock, Calgary, Ottawa universities

Makerspace examples

- Helios Makerspace, Montreal
- Ricchard l'Abbé Makerspace, U of Ottawa
- Protospace, Calgary
- Assentworks, Manitoba

CLCs, Learning Commons, Makerspaces: What's their impact?



(Gauntlet 2011; Gonsalves et al 2014; Rosenfeld Haverson and Sheridan 2014)

CLCs, Learning Commons, Makerspaces: What's their impact...on OLMCs?



CLCs, Learning Commons, Makerspaces: What's their impact...on our OLMC?

For an aging Official Language Minority Community whose remaining youth and middle-class populations are struggling with skills development, employment, and general well-being, the potential impact of these community outreach models and creative learning opportunities are significant because both formal and informal options are available to community members and their educational institutions; widening their reach and potential to impact vulnerable, isolated populations.

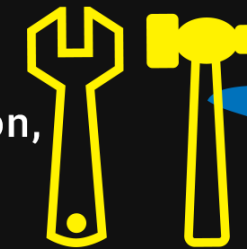
Dream It, Make It, See It: Accessible Makerspaces

FREE



Makerspaces are *creative*, DIY spaces where people can gather to **CREATE, INVENT** and **LEARN!**

Drop in and engage in the process of **MAKING** and *tinkering*, with access to resources, tools, and ideas. Stations will include: robotics and programming, paper and textile circuitry, video and clay animation, low-tech construction and design with a variety of materials and textiles.



Experience how even a simple pop-up makerspace can facilitate creation and discovery for all!

PUBLIC:

Sunday, March 20, 11am - 4pm
VIP Lounge, Bishop's
University Sports Centre

STUDENTS/FACULTY/STAFF:

Monday, March 21, 10am - 4 pm
Cleghorn Room,
McGreer Building



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Thank you for listening...hope you can join us!