



## Teachers' Identity in English-Speaking Schools in Quebec

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The school has always played an essential role in the linguistic and cultural reproduction of social groups in our societies. This is even more so for the official linguistic minorities in Canada, which consist of the Francophones outside of Quebec and the Anglophones in Quebec, who have the legal right to receive instruction in their minority language. For example, for Francophones living outside of Quebec, the school is often the one and only institution where students have the opportunity to live in French, given the fact that in many cases these students live in families where French is not the language in use. For Anglophones in Quebec, the school, also, constitutes a vital institution for its students, especially for those living in areas of the province where Anglophones are in small minority.

The school becomes then a linguistic “community” for the two official minorities in Canada, where public expectations are often high in regards to the reproduction of the minority language and culture and in regards, also, to the development of a sense of belonging to the minority group. In this school context, the responsibility to meet these expectations fall mostly on the teachers. How do teachers make sense of their work in linguistic minority settings? How, within a school infrastructure increasingly prescriptive, do teachers act as agents of linguistic and cultural reproduction, in addition to their role as agents of knowledge transmission? Our discussion will be based on the life histories of a small group of teachers working in English-speaking schools in Quebec. Two of the teachers, Sherley and Melanie, will share their views on their identity as teachers. Their stories will provide valuable information on the way they comprehend their work in English minority language settings as agents of linguistic and cultural reproduction, in an educational and political context where the notion of accountability has become the main concern.