



# P.E.I. - QUÉBEC

## SIX-MONTH STUDENT EXCHANGE

### PARTICIPANT GUIDE

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## Section 1 : PROGRAM OVERVIEW - PEI-Québec Exchange Program

### *Description*

A PEI student is matched with a francophone QC student. Each student spends 3 months in the other's family. The objectives of the program include improving French language skills and promoting awareness of other education systems and cultures. The department of Education Early Learning and Culture offers a credit for the exchange, FRE521G, when all of the program requirements are successfully met in their entirety.

### *Program clientele*

The student exchange program is offered to public school students who are in Grade 11. Applications must be submitted during the Grade 10 year, the year prior to the exchange.

### *Conditions*

The student and their guardians must accept all conditions outlined in the application form. They agree to treat the QC student as a part of their family for 3 months, equal to their own child. Students must have approval from their school to participate. Formal compliance with all conditions is indicated by signatures on the application.

### *Cost*

There is no fee to participate in this program. If accepted, there is a required deposit of \$200. The deposit is refundable in full upon successful completion of the program in its entirety as outlined in the Participant Guide. A student who does not fulfill all the requirements of the program, including successful completion of FRE521G may not have their deposit returned. This deposit is payable by cheque, paid to the "Minister of Finance". The PEI Department of Education, Early Learning and Culture and culture covers the cost of flights to and from the destination in Québec. A chaperone is also provided for both the departure and return trips. While hosting the Québec student, the PEI host family is responsible to house and feed the QC student and to pay for any family activities they provide for their own child. Personal expenses are the responsibility of the student. While in Québec, the host family reciprocates; the PEI student is in the care of the host family, who provides according to the same specifications. The PEI student should have funds to cover additional personal expenses (ex: baggage fees, etc.). A student who returns home before the end of the exchange does so at the expense of their family, except for extenuating circumstances.

### *Selection Criteria*

Applications are evaluated by the program coordinator in consultation with department representatives. Accepted applications are sent to Éducation Internationale to be matched. Even once an application is accepted at the provincial level, there is no guarantee a suitable twin can be found in Québec. Applications are evaluated based on the following criteria:

- Full endorsement of student participation by guardians and school officials
- Level of interest or hesitation demonstrated by student, family and school officials
- Ease of adapting to new and challenging situations
- Intention of completing the program in its entirety, despite challenges
- Sense of humour
- Level of maturity
- Satisfactory criminal record checks for all adults living in the home
- Openness and lack of prejudice
- Health, ability to meet requirements
- Ability to accommodate another adolescent in the home for 3 months.
- Acceptance by host family of twin proposed by program officials
- Respect for communication policy (see p. 13 of student application form)
- Ability to adhere to conditions
- Level of responsibility demonstrated by student to manage exchange
- Ability to meet mandatory criteria (ex: satisfactory criminal record check).



## PEI-QC Exchange Program Timeline

### *Application*

January-February	Application forms are available online at <a href="https://www.princeedwardisland.ca/en/information/education-early-learning-and-culture/pei-quebec-student-exchange-program">https://www.princeedwardisland.ca/en/information/education-early-learning-and-culture/pei-quebec-student-exchange-program</a> .  Completed applications forwarded to Program Coordinator by deadline.
February-March	Application evaluations, in-school and in-home visits completed by department representatives.
April-May	Accepted files are sent to Éducation Internationale to be “twinned”. All students will be notified whether or not they have been matched. Students, families and liaison teachers receive Québec files, Québec families receive PEI student files. Families in both provinces indicate acceptance (or not) of twin.
August	Orientation meeting for participants and families.

### *Participation*

September	Québec students arrive on PEI.
November - December	Québec students return home.
January - February	PEI students depart for Québec.
April - May	PEI students return home. Submission of portfolio and requirements for FRE521G.

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### Definition of terms

In this application...

- The “host period” refers to the 3 months during which the Québec student will be residing with the PEI family.
- The term “home” refers to any residence(s) at which the student will be residing during the hosting period of the exchange.
- The “twin” refers to the exchange students. “PEI twin” refers to the PEI student participating in the exchange. “Québec twin” refers to the Québec student participating in the exchange, with whom the PEI student and their family have been matched.

### About Éducation Internationale:

Founded in 2001, Éducation internationale is a not-for-profit cooperative which offers exchange and development services in education. When they founded the cooperative, Quebec school boards and its associated organisations created a single window to open up the Quebec schooling system to the international scene and to assist students in becoming citizens of the world.

Éducation internationale’s membership is composed of the majority of Quebec’s Francophone and Anglophone school boards. Our membership extends to associations and organizations which provide services to school boards, as well as institutions, cegeps and private colleges. The cooperative’s annual revenue exceeds 3 million dollars. The ministère de l’Éducation et de l’Enseignement supérieur (MEES) du Québec grants an annual subsidy to the cooperative to cover a part of its operating costs.

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## Collection, handling and disclosure of personal information

The following privacy statement appears at the top of the student application:

Personal Information collected on this form is collected under the authority of the *Freedom of Information and Protection of Privacy (FOIPP) Act, Section 31(c)*.

The personal information you provide will be used by the PEI Department of Education, Early Learning and Culture to process your application, assess a compatible match for you, the Québec student, schools and host families in the endeavor to provide a successful exchange experience.

The PEI Department of Education, Early Learning and Culture will share your approved application with its exchange administrative partner (Éducation Internationale) and your host family.

Should you have concerns pertaining to the Program, please contact the Program coordinator at 902.438.4867.

## Section 2 : APPLICATION AND INTERVIEW PROCESSES

### *Application*

Filling out and submitting an application to the exchange program is the first step for those wishing to participate. Participants and families should ensure that the family has thoroughly discussed the possibility of the student participating in the exchange. While submitting an application is not a commitment to participation, it is important to understand that only those seriously wishing to complete the program in its entirety should submit an application. The processing of each application, from the application through to the acceptance stage, requires many hours of human resource investment, both within the province of PEI and with our partner, Éducation Internationale in Québec. Furthermore, if you are twinned with a student from Québec and you drop out of the program at the last minute, the Québec student often loses the opportunity to participate as a suitable replacement twin cannot be found.

### *Interviews*

The interview process has two parts. First, the applicant will be interviewed alone at their school. The program coordinator will arrange these interviews through the school's designated liaison teacher. If the application and student interview are successful, the program coordinator will contact a guardian via the information provided on the application in order to schedule a home visit. During the home visit, the first portion of the conversation involves the department representative and the guardian(s) alone, following by the second portion which involves all family members living in the home.

The timeline for the program can be found on page 4 of this document.

## Section 3 : PRIOR TO ARRIVAL OF QUÉBEC TWIN (JUNE - AUGUST)

### *Initial correspondence with Quebec Twin and their family*

Successful candidates should prepare to correspond with their partner and Quebec family. Correspondence should begin once participants have been officially notified by the program coordinator that all parties have accepted the match (this may



include, but is not limited to both applicants and their families, the PEI Program coordinator, the officials in the Québec twin's school and school board, officials at Éducation Internationale). The official go-ahead to begin communication is sent via email to the email address provided by the applicant on their application. This notice is usually provided by the Program coordinator in June of the year prior to the exchange; this allows adequate time for administrative details in both provinces. Correspondence may be initiated by either twin by the means of their choice. Many students find social media, texting or emailing to be comfortable places to begin. Students should pay particular attention to their first contact with their twin.

Consider sharing with your twin items about which you are curious. For example, if you're wondering what their favorite food is, tell them about yours. In many cases, the twin will reciprocate. Suggestions include:

- yourself: e.g. social media identifiers (Instagram/Twitter handle(s), Facebook profile, photos, typical daily activities, weekend activities.
- your family: e.g. typical evening and weekend activities, photos.
- your school: e.g. include a school handbook or link to your school's website, outline courses available, co-curricular and extra-curricular programs available (sports, club, music, etc.)
- your community: e.g. discuss the clubs, recreation facilities, geographic location, urban/rural setting, population, economy of the area, cultural and sports activities - include photos, maps, etc.
- ask questions: If you're curious or unsure about something, just ask your twin. Establishing open communication early is important for a successful exchange.

Communication between families helps to develop important ties for the exchange. We encourage parents to reach out to the Québec family if possible; many Québécois have basic English. Even if you can't communicate, smiles exchanged during a family facetime/skype chat are sometimes enough to ease the mind of the Québec family who is sending their child here to PEI having never met the Island family. When you receive a message, reply within a reasonable timeframe. Open, regular communication is crucial to the success of the exchange.

### *Preparation of physical space for twin*

Designate a room in your home for your twin and ensure it is clean and uncluttered. Your twin will need to make the space their own during their stay on PEI. An unencumbered space will invite the twin to settle in their own way. If the twin will be sharing a room, ensure there is adequate space designated for their use, equivalent to that of the other occupant of the room. It is a good idea to explain the details of your twin's space before their arrival so they have time to process it.

Also, consider which bathroom will be primarily used by the twin, especially for purposes of showering and daily preparation. If other family members store their personal products in the shower or bathroom, ensure an equivalent space is ready and available for the twin.

It's also a good idea to prepare a short information sheet for your twin including important information such as the WIFI network and password, instructions for operating the TV/remote, home alarm system, physical address and important contact numbers, etc. If the PEI student has a house key, ensure a spare is available for the Québec twin.

### *Academic planning for PEI student*

The PEI-Québec exchange program is offered as an official, full credit course, through the department of Education as outlined in the senior high program of studies. Schools are aware of this, and are generally very accommodating for exchange students in the measure possible as dictated by course offerings. However, in order to increase the likelihood that you are registered in the courses you desire during the semester of your choice, it is a good idea to write directly on your course selection that you will be participating in the exchange program and will be attending school in Québec from February to April of your grade 11 year. Make contact with your school's guidance counselor during the registration period in the year preceding the exchange to let them know you will be participating.

Consider next year's courses and timetable carefully, in consultation with liaison teacher, parents and school administration. It is strongly recommended that you take core courses in the fall semester (ex: math, sciences, English). This will give you a lighter second semester and allow you to focus on the exchange program requirements and improving your language skills while you are in Québec, in addition to the full course load you will have from your school in Québec. French immersion students who do the exchange should register for FRE521G (the exchange credit). Students do not need to take FRE521F



since the exchange credit is recognized as an optional prerequisite to FRE621F. For Core French students, FRE521G is recognized as an optional prerequisite for FRE621A.

### *Information meeting & Communication*

An information session is normally held in August for participants and guardians. Any other family member living in the home is also welcome to attend. Besides information sharing, this meeting is a chance to:

- connect connect face-to-face; students can see who else is participating that they may know, parents can tap into a support network.
- prepare for the exchange, both mentally and logistically. Reviewing procedures and details about logistics will help get you in the mindset for the exchange.
- establish a shared understanding of expectations. Even having read the application and the participant guide, reviewing highlights in a group will provide context and ensure everyone knows what is expected.
- ask questions, hear questions and comments of others, and receive answers or additional information regarding anything you may be wondering about.

As indicated in the communication agreement which is signed by participants and guardians at the time of application, the participant is required to be present at this meeting, accompanied by at least 1 guardian. The date for this meeting is set 2-3 months in advance. When notified of the date via email, participants and families have 48 hours to indicate a scheduling conflict due to a pre-established commitment. If no response is received from the family, attendance is expected. Failure to attend will result in removal from the program, except for extenuating circumstances.

In order for the exchange to run smoothly and to be a pleasant experience for all parties involved, both the students and their guardians must adhere to the communication expectations as outlined in the signed communication agreement. Failure to do so may result in removal from the program at the expense of the participant and their family.

## **Section 4 : THE HOSTING PERIOD ON PEI (September – December)**

During this three-month period, the major responsibility of the P.E.I. student and family is to welcome the Quebec student and make him/her feel comfortable in your home.

It can be a frightening experience for a teenager to leave a familiar environment to live with a new family for three months. This difficulty is usually compounded by language/communication difficulties.

A great deal of **PATIENCE** and **UNDERSTANDING** are required during this period. Everyone experiences the exchange differently and may react differently to various elements.

This section attempts to give some suggestions which may help you during the September - December portion of the exchange.

### *Arrival*

Exchange students from Québec usually arrive on the 1<sup>st</sup> or 2<sup>nd</sup> Saturday of September. The exact date varies from year-to-year and can be found on Éducation Internationale's website at: <https://echanges-azimut.com/en/secondary-school-student-exchange-program/during-the-exchange/> The students stay for 12 weeks following their arrival, which usually puts departure on the 1<sup>st</sup> Saturday in December.

Families will receive flight arrival information from the Program Coordinator during the information meeting held over the summer. Subsequent confirmation is also emailed. The PEI student participating in the exchange must be present at the airport with 1 guardian, though the family is welcome to attend.

Students may have had a long day travelling, especially if they had extended waits at airports during connections, or if they have travelled from a more rural area of Québec. It is advised to plan a relaxed weekend when the Québec student arrives and to engage in an impromptu outing or activity if the student seems up to it.



Upon arrival at your home, give the student a brief tour of the home, and then some time to settle in. Invite them to stay in a common area if they desire, but give them space to unpack. Your twin is likely tired, and language may be a barrier. Keep in mind that you may need to repeat the tour or explanations of certain routines within the home in a few days, once your twin has had a chance to settle and adjust to their new environment. You may desire to do something special to celebrate their arrival (a meal out, a bbq, etc.) but this is not required.

Your Québec is more likely to engage in the linguistic and social risk-taking required to make the exchange successful if they are rested and have settled into their new temporary home. Pay close attention to the twin's behavior cues in the first days and don't overdo it with excessive activity.

### *Life at home*

The most important things to establish in the new relationship is trust. The Quebec student must realize that you and your family care. They must be encouraged to communicate with the P.E.I. partner if there is the slightest concern at any time. In many cases an indication of affection, a smile, a hug or, a pat on the back will break the barrier. Talk to and be with your partner when something is wrong and when all is right but remember it is not necessary to be with each other every minute. In the early stages of the exchange continue to verify that your partner understands and that they are not just responding with "yes" to be polite.

When you are learning a second language you tire very quickly. Allow for lots of sleep, sports, non-conversational activities and private space for your partner. The Quebec student should be encouraged to come out of his/her/their room since it is not easy to learn to communicate in a new language with four walls. Encourage your twin to join you/the family to watch television, do school work in kitchen/family room/common area, and help with family chores.

As the host student and family, keep an eye out for signs indicating that something is wrong in the first few days/weeks of the exchange. If you see that the Quebec student is displaying any behaviors indicating extreme loneliness, depression, etc., you should talk with your Quebec twin and make sure that things are alright. If necessary, involve the school liaison teacher and the Department coordinator. Watch carefully and seek help if the Québec student is:

- snacking more than usual
- spending all his/her time in his/her room without indicating that he/she is tired
- crying a lot
- spending a lot of time on their phone/computer, communicating excessively with their friends and family at home
- seems otherwise "off" or uncomfortable

The presence of a new family member, although temporary, is an adjustment for everyone. It can cause jealousy on the part of other family members, especially younger or siblings who are particularly close to the PEI twin participating in the exchange. Suddenly someone is receiving more attention. All family members can make a positive contribution to the exchange student's experience and should be encouraged to participate. At the same time, clear boundaries must be established which reflect the Québec students status as an equally valued member of the family. For example, a younger child must be taught that if the Quebec student is watching English television, the young child does not have the right to change stations without asking. You may find yourself in a difficult position where you are trying to share yourself equally with everyone and keep the peace. If you feel tired or stressed, don't forget to take care of yourself. Take a rest, do some physical activity, and talk to someone you trust. Remember that this period of adjustment will likely only last a few days and everyone will soon be used to the new normal.

### *Family Rules*

Some families don't have written rules, but rather established expectations that are understood by household members. However, your new family member, the Québec twin may need this written down or explained in detail. Ensure that the Quebec student understands what is expected in terms of:

- meal times (during week and weekend). Who helps prepare? Are phones permitted at the table?
- shower/bathroom schedule, laundry schedule, (if applicable)
- curfews (week nights, weekends), permitted outings, procedures. Is it necessary to call before, during, etc.?





- family chores and responsibilities - setting table, dishes, etc.
- television - how much? how late?
- family activities, i.e. church, sports, etc. (approximately 15% of Quebec students attend mass regularly). When and what participation is expected?

### *Attending your PEI school*

Before the first day, take the time to provide your twin with a detailed explanation of the routine with regards to school attendance. Include details about transportation, travel time, and what to expect in general.

When you arrive, bring your twin to meet your school's liaison teacher and the admin/office team. Help them ask about scheduling, a locker and computer/network username and password. The Québec student will likely receive registration forms to sign in order to be registered. The PEI twin's guardians should sign these forms for the Québec student since their guardians have signed to indicate consent for temporary guardianship, allowing them signing authority for items such as school registration forms, among others. Show them where to find the washrooms, the cafeteria, the gym, the music room, the library, the guidance counselor's office, and any other important areas. Explain any important rules, for example procedures for lateness, use of electronics, etc.

Until they have a schedule of their own, your Québec twin should follow your schedule and attend your courses with you. After 2 or 3 days, your twin should have their own schedule and ideally they should have a schedule that is different than yours. Even if you are taking some of the same courses, taking them in different slots is preferable. Since you and your twin will be spending evening and weekends together, it's better if they have their own schedule to facilitate the development of their own social network. Once your twin's schedule is finalized, we suggest that you take them to all classes and introduce them to their teachers, if they haven't met them already.

For unstructured time at school during the first few days, it is suggested that you find an activity that requires little need to talk (ex: swimming, badminton, etc.). When conversing with your Island friends, be very careful to never talk about your partner; always speak directly to them. Even when language competence is limited, it is very easy to understand when you're being talked about, and this can become very uncomfortable, even if it's kind conversation not meant to hurt anyone. Never talk about your partner in the 3<sup>rd</sup> person; rather speak directly to them to include them in conversation. Casually speak a little slower, use basic vocabulary and simple sentences, without belittling them. Be careful not to exaggerate as it can be perceived as insulting. You want to keep things authentic while slightly adapting to make things easier. Don't worry, you'll find an appropriate rhythm very quickly by paying attention to your partner!

The host guardians should make every attempt to attend the parent information night at school to:

- Access the progress of their own son/daughter and that of the Quebec student – are they attending, participating, progressing as desired/expected? Have teachers noticed anything they feel is worth discussion or investigating further?
- See if the PEI student's teachers for Term 2 are aware that the PEI twin will be attending school in Quebec for three months (February - April). Also, ask how the work will be covered, i.e. has a written agreement of expectations been considered?

### *Language*

The Quebec student may use English to swear, completely unaware that the meaning in English is much stronger. If this should happen, the Quebec student must be told politely that this is most inappropriate behaviour. Certain profanities appear frequently in Québec media and littérature, and as a result, are used in common conversation by adolescents and adults alike. This practice is widely accepted in Québec and is not considered harsh; help your twin understand the cultural differences by gently explaining that such words are not acceptable for use in English conversation.

### *Financial obligations*

Financial matters can be private and personal, yet when the family is involved, a certain level of communication is sometimes required. The formal obligations of the host families for both the PEI and Québec portions of the exchange are for the family to house, feed and transport the visiting students to and from school. In addition, since the visiting exchange student is considered a new, equal member of the family, the host guardians are expected to cover any expenses they would cover for



their own children. For example, if a family meal at a restaurant is organized and the host family pays for their own child(ren)'s meal(s), they pay for the visiting student's meal as well. If twins plan an outing (movie, for example) and the host student pays for their own expenses, the visiting student also covers their own expenses. Many cases are simple, but things like a gym membership, for example, can be more challenging to navigate. In cases of uncertainty, an honest conversation is the best way to navigate the situation. Host families are not obligated to cover extra expenses; however, they must take care to ensure the exchange student is treated as equally to their own child(ren) as possible. Most people are reasonable and any misunderstandings are quickly cleared with effective communication. In the unlikely even that challenges persist, please contact the program coordinator.

### *General information*

Many students from Quebec are used to very direct communication about any subject with parents, or a school figure; they tend to be very frank and honest. P.E.I. students tend to be more diplomatic. Try not to be thrown off if your Québec speaks and seems abrupt; it is more than likely their normal way of conversation, void of any intent or awareness of seeming rude. If the host guardians parents want the Québec twin to do something (i.e. clean up his/her room) they should tell him/her directly what they want done; problems can occur if the P.E.I. student is used as an intermediary and third party.

The homes in Quebec tend to be less structured and regulated. Anecdotal evidence from previous exchange cohorts has taught us that Quebec students readily note the greater structure and regulation of P.E.I. homes. Allow time for the Québec student to adjust and allow as much freedom as you are comfortable with. Mentally prepare for your stay in Québec and consider your own ability to make sound judgements in new situations. Consider what responsibilities you are comfortable with and talk with your guardians about how to prepare.

In both provinces rural families generally spend a lot of time on family oriented activities vs urban families where family members are often more independent in their activities.

Social media, text messages and video chats are very popular ways to stay in touch but may cause problems if you spend a lot of your free time in your room every night using your first language. This is equally true for both twins. Remember why you're doing this exchange; to improve your skills in your second language. Make a conscious attempt to distance yourself from your home environment and network while visiting the host province.

You will introduce your Quebec twin to your own circle of friends. During the exchange, the Quebec student will make his/her own circle of friends. This will allow both young people to spend some time apart...a healthy situation. The host in each province is not expected to provide instant friends. Friendships require time to develop in a normal fashion and should not be forced. With little support and the added dimension of a new language it is a challenge to find new friends.

The Quebec student will be the focus of a great deal of attention since they are a new person on the scene. Quebec students by their direct nature will acquire a lot of friends rapidly. Jealousy may creep into the relationship between the twins. The reverse situation may occur in Quebec. Be mindful of the overall goal of the exchange.

One of the best ways of learning a second language is to go out with/date a person from the host province who only speaks your second language (the target language). If your twin decides to use this method, ask them to introduce the person to your home for parental approval. The same applies to you when you visit Québec. Exchange participants are reminded that the focus of the exchange is first and foremost the development of second language skills, and that participants from both provinces have signed an undertaking indicating their understanding that they have been asked to refrain from engaging in any sexual relationships during the exchange.

### *Language Learning*

When an exchange student becomes capable of expressing him/herself in a second language it is a wonderfully satisfying accomplishment. However, there is a price that is exacted. The frustration period will usually last for a several weeks (normally, 4-6 at most, often less). Single words will be replaced by groups of words. As entire sentence is a major victory. The strength of the motivation to learn the second language and the family environment will determine the rate of progress. Here are a few ideas to help the Quebec student.

- Dictate the grocery lists to the Quebec student (take him/her to the supermarket) and what he/she wants



to eat must be said in English.

- Ask the Quebec student open-ended questions which require more than a simple yes/no response.
- Expose the Quebec student to all types of social games, cards, scrabble, English T.V., video, music.
- Always make sure that if the Quebec student wants something, they are required to ask for it in English. Be patient and assist as necessary, but insist that an effort be made.

## **Section 5 : THE VISITING PERIOD IN QUÉBEC (January – April)**

### *Preparation*

You have said a temporary goodbye to a new friend. Besides the readjustment to your family dynamics you will complete the final stage of your pre-departure schedule. This can be a hectic time as you begin to realize that soon it will be your turn!

December is the month to do as many assignments as possible according to your contact with each subject teacher for term 2 courses. Past experience has shown that the more work that is completed before going to Québec, the easier it is to focus on your language development and enjoy your experience there, and also to readjust to the P.E.I. school system and way of living upon returning. May and June are months full of end of the year activities. It is a less than ideal time to do work that could have been done prior to departure.

If you have any medical/dental checkups or other important appointments scheduled during your time away, try to reschedule now and possibly do them prior to departure. If you require any regular medications, ensure you have a full 3-month supply with some extra before you leave. Even if your family has insurance, drug costs can vary between provinces and your insurance may not cover the full amount should you have to top up your supply while in Québec.

Begin thinking about what Québec might be like. In the days prior to departure, start watching the telejournal (the news) in French to acclimatize your ears and help reduce the shock. Ask your twin to show you the course list from your polyvalente (high school). You might consider giving your school a tentative list of courses you would like to take, keeping in mind that they may or may not be available. Make an arrangement with your family as to how much contact will take place, and by what means. Ensure both you and your family are clear on who makes contact, when and by what means. Take measures to ensure you don't forget and make time to update your family. A weekly calendar alarm/reminder might be helpful in this case. Make a family decision with respect to finances and a weekly/monthly budget. Will you receive a monthly or weekly allowance? Ensure arrangements have been made to transfer funds (ie: joint account, cheques, etransfer, etc.). Experience indicates that students spend an average of \$600 - \$700 on personal needs (This does not include new clothes, ski passes, gifts when returning home).

Let your PEI friends know you may just write a group text or e-mail to them to allow yourself to spend more time with your twin and host family learning French. Arrange with a reliable friend to collect notes, handouts in each of your classes during your absence.

When you arrive in Québec, you may experience some of what you observed in your twin when they first came to PEI. It's a good idea to re-read the first half of your portfolio to try to anticipate what it might be like when you arrive. Also, ensure you have a plan/schedule in place to maintain the portfolio requirements for FRE521G.

### *Arrival*

Exchange students usually depart PEI on the last Saturday of January or the 1st Saturday of February. The exact date varies from year-to-year and can be found on Éducation Internationale's website at: <https://echanges-azimut.com/en/secondary-school-student-exchange-program/during-the-exchange/>. You will stay in Québec for 12 weeks following your arrival, which usually puts departure on the last or second last Saturday in April.

Families will receive flight departure information from the Program Coordinator via email, usually in November or December.



Return flight details are included in the original reservation. The PEI student travelling to Québec must be present at the airport with 1 guardian, though the family is welcome to attend. It is strongly advised that you check in and pay your baggage fees online in advance. The group usually departs on the first flight to Montréal (YUL) out of Charlottetown airport (YYG). The early morning flight is usually the optimal choice to facilitate connections and minimize wait times for those traveling to more rural regions of Québec, which can require multiple connections. Since the check-in counter in Charlottetown doesn't open until 4:00am it is not necessary to be there before that as long as you are checked in online in advance. It is important the group travel together and if you are not checked in online in advance, you may be waiting behind a very long line of people waiting (compared to bag drop only) and this may delay the group.

The first two weeks of your stay will likely be the most challenging. You will constantly be surrounded by new people and situations, and you'll be inundated with information in a new language.

When you arrive, you will be tired from travelling, but your twin and host family are probably already aware of this since the twin experienced the same transition when they came to PEI. Don't be afraid to take time to rest, but be careful not to isolate yourself. Be honest with your twin and host family about your needs. Spend time with your host family, even if you don't understand what they are saying. Don't hesitate to ask people to repeat information and names. Never say you have understood a communication in French if this is not true. Keep asking for repetitions until you understand.

### *Life at home*

In your family, when the rules are understood, there is no need to ask or confirm. In a new family you must learn the rules. Be sure to ask about the following. Write down notes if necessary.

- Meals – What time? What is expected? Who helps and how? Table rules? Dietary restrictions?
- Housework – what is expected, by whom and how often? Where are cleaning materials?
- Dishes, laundry, etc. How does the host family operate?
- Your room must be kept tidy. If you are sharing a room, determine who is responsible for what, and when.
- Bathroom schedule, if applicable.

It is important that you realize it is your responsibility to adjust to your host family's way of doing things, and not the other way around. While the host family will be conscious of your need to adjust, it is your responsibility to identify things you can do to facilitate this adaptation. Your host family cares for you and wants this exchange to be successful for you, and this means that they will insist on contributing to your linguistic growth by maintaining their regular family routines. The most important aspect of this process is to continually engage with them, even if it's minimal due to linguistic limitations.

Remember that you are an ambassador for our province. You may be the first person some people have ever met from PEI. You have been entrusted with leaving a good impression in order to preserve our province's ability to continue to participate in the exchange program in the future. You are obliged to cooperate and to have consideration for others - to think about them and what they might want. The little, everyday things count most - say "thank you", come home when you are expected, eat the food that is placed in front of you, smile and say "hello" when you walk in the door, offer to set the table, to take out the garbage or rake the yard, keep your room clean, and join the family in their activities.

Share yourself with your family. They are concerned with how you feel and how you are doing. They have likely heard a lot about you from your twin, and you may know each other a little from facetime or skype chats. However, they will want to hear from you directly in order to gauge how you are adjusting. If the family invites you to go somewhere with them, accept, even if you aren't keen on the activity. Engage and learn about their way of life. After all, these are the experiences that you came for. Even if you are tired, push yourself a little extra.

Volunteer to help. Most families assign some chores to each family member, and they will expect you to do your part, but may be reluctant to ask you to help. You are expected to understand that there are responsibilities for everyone involved in running a household, and you must do your share. Some students have found that more was expected of them from their "new" family than from their family back home. Don't wait, volunteer and ask what you can do. This can also be a great way



to break down language barriers. If you just join in preparing a meal or helping sweep the floor, it can indicate that you feel at home and that you are participating, even if you don't understand all of the conversation.

Your host family may well have different views on religion than your family in P.E.I. They may not be regular church-goers. If this is important to you, discuss this with the family ideally prior to, if not soon after arrival and make the arrangements necessary.

The PEI chaperone will be in Québec for 2-3 days following arrival. You will either receive an in-person visit from them at your school, or depending on geographic location, a video call may be arranged. The chaperone is your contact person for emergencies only while they are in Québec. After that, the liaison teacher in your school is the person best positioned to assist you with any challenges.

It is natural that you connect with your family and friends at home occasionally, especially upon arrival. Yet, more than one phone call home a week may be an indication of problems, and will cause your host family some concern. (Should you be homesick, discuss this with your host family, tell them how you're feeling and what you need. Remember, friends and family in P.E.I. love you. Your absence doesn't diminish their caring and they will be there when you go home! If you find yourself spending hours in your room alone or spending almost every night on connecting online with friends and family, you may have some serious difficulty. This type of activity is not helping you learn French and may be a sign of homesickness, culture shock, frustration or difficulty and frustration with language learning. Do your best to live in the present and focus on your new, exciting experiences of Québec.

### *Attending your Québec school*

Before the first day, ask your twin about the routine with regards to school attendance. Include details about transportation, travel time, and what to expect in general.

When you arrive, your twin will likely bring you to meet your school's liaison teacher and the admin/office team. If necessary, you can ask about scheduling, a locker and computer/network username and password. You may also receive registration forms, which can be signed by your Québec twin's parents. Ask where to find the washrooms, the cafeteria, the gym, the music room, the library, the guidance counselor's office, and any other important areas of the building. Ask about any important rules, for example procedures for lateness, use of electronics, etc.

School may be very different from the one you are accustomed to. You will have a different group of classmates every hour and you will find a variety of courses to choose from, besides the compulsory courses that you might have to take. Get your counsellor's advice. Don't shy away from other academic classes or advanced courses even though they may be a challenge. Try to take classes that aren't offered on PEI to gain new experiences.

Until you have a schedule of your own, you will follow your Québec twin's schedule and attend their courses with them. After 2 or 3 days, you should have your own schedule and ideally you should have a schedule that is different than that of your twin. Even if you are taking some of the same courses, taking them in different slots is preferable. Since you and your twin will be spending evening and weekends together, it's better if you have your own schedule to facilitate the development of your own social network. The school situation in Quebec is very different than in P.E.I. Do not insist on a certain schedule or course. This may not be possible in your new school, due to timetable and class-size restrictions. Once your schedule is finalized, ask your twin to take you to the classrooms and introduce you to the teachers, if you haven't met them already. Be sure to ask for repetitions of names until you know them. Not all teachers will be accustomed to having an English student in their classroom and they may not realize that sometimes, you don't understand and may miss important information. Do your best and remember that you are an ambassador for P.E.I. You must be diplomatic and considerate at all times.

The liaison teacher will be the key person should there be difficulties which need to be resolved. Don't hesitate to discuss issues with him/her which you feel uncomfortable about with your host family or with school.



Your partner is the "person you know" in this strange new world. There will be a tendency to "cling" to this familiar person. Remember that this can become tiresome, even an imposition after a couple of weeks. Be as independent as you can. Your partner will be more than pleased to help you by translating. This is great practice in English for them but doesn't help you at all! When people speak to you in English, make sure that you say NO ENGLISH PLEASE calmly, but firmly. You can:

- ask them to repeat, more slowly if necessary
- use gestures, mime, facial expressions
- allow for time to write down a new expression or two
- younger brothers and sisters are a great help learning new words in French

You are in Quebec as an exchange STUDENT, and although at times it may seem as exciting as an extended vacation, don't forget that the program requirements are rigorous. You are expected to attend school regularly, work hard, and earn acceptable grades and demonstrate a positive attitude, even if you receive no academic credit at home for your schooling here. At some point, you might feel that this is a "lost" semester as far as progress with your education is concerned, but you have chosen to enrich your life with this exchange experience and in a few years it is a decision that you are unlikely to regret. All of your teachers in Québec will submit an evaluation to the PEI Program Coordinator at the end of the semester. This evaluation counts as a portion of your portfolio grade for FRE512G. Students receive an outline and explanation of the evaluation components during the information meeting once accepted into the program.

The clubs and teams that you join can offer new friendship opportunities, and with that, ideal conditions for language learning. Visit the clubs/teams at school (drama group, sports team, etc.).

### *Friends*

Your partner will introduce you to friends at school, people in the community. Take advantage of as many new opportunities as possible. New friendships usually require time and commitment. This does become more difficult when your French is not as fluent as you would wish. Don't expect your partner's friends to become yours automatically. Your needs will probably be quite different. Don't hesitate to make your own friends. There is no need to "live in each other's pocket". In fact, depending on your partner too much, too long could develop a resentment. (Discuss this with your partner, should it arise.) It will be up to you to make the effort to integrate into the school and the community. This can be very taxing and frustrating, especially in the first weeks (when your French is very limited). Friendships with other exchange students, from PEI or elsewhere in Canada, are natural, but you'll need to make a conscious effort to limit, then eliminate English as your French improves. You're in Québec to learn French.

Don't be afraid to use your limited vocabulary and get to know people in your school/community. Often any negative feelings can be associated with the unknown. Giving people a chance to know you, and their kindness will usually dispel most fears - yours and theirs! Be prepared to talk about P.E.I. You may be asked to speak in your own classes and possibly in others, as well as for groups in and out of school. Student may have lots of questions, especially if they've never travelled outside of Québec.

If your twin has a boyfriend/girlfriend there may be occasions when you're invited to join them for an outing. If you feel like a "fifth wheel" discuss this uncomfortable feeling openly with your partner. Should you develop a relationship, remember to abide by the family rules! If you find the Quebec parents overbearing in their expectations, ask yourself how you would act as a parent, hosting another teenager. Remember, they are the authority figure during your stay.

### *Overcoming frustrations and tips for caring for yourself during the transition*

You may be overwhelmed by so many changes. If this is the case, try not to panic. Know that these feelings are normal and will generally pass with time. Your attitude will, to a great extent, determine the success or failure of your exchange. Even when it's difficult, try to focus on the positive aspects of what you're experiencing. Be curious and open, and look for opportunities to learn from the experience. The exchange adventure that you have chosen demands a high level of maturity and resilience. In the meantime, there are some strategies you can use to manage your stress and anxiety and still function on a daily basis.





Self-care is always important, but it is even more crucial when one's environment is changing or unfamiliar. Take care of your body by trying to eat a balanced diet, getting 8-9 hours of sleep each night and maintaining daily physical activity. Take care of your mental health by planning for what you can control and letting go of what you cannot control. Ultimately, good self-care means being aware of your own needs and taking the necessary measures to ensure those needs are met. Ask for help if necessary!

Try to find a healthy balance between having alone time to rest, both mentally and physically, and staying busy doing things. If you are feeling particularly bored or lonely, make a decision to do something! Engage in activities that you may have previously avoided or considered silly. Go watch a football game or call someone from school and arrange to get together now. Go to a movie, a concert or just out for a treat.

Try to live in the present as opposed to constantly thinking of the way things are done back home. Look at the life around you as being interesting and different - not better or worse. If you are critical and negative you will quickly alienate people and become isolated from them. At the same time, if your experience at the present time is proving difficult, remind yourself that this exchange experience is temporary. In a short time, you will return to your life on PEI.

Talk to your host family. Sometimes talking about how you feel makes the feeling itself less intense. They will be happy that you have shared yourself with them. If you find yourself tempted to share lots of negative feelings with others via email or social media, write your message but don't post or send it right away; let it sit for twenty-four hours and reread it before sending. The situation may look entirely different by then. While you may feel you have accurately articulated your feelings, your family and friends may not know how to interpret your feelings and may become upset.

Select the company you keep with care. Surround yourself with people who are understanding and empathetic. If you find yourself surrounded by negativity, you will have more difficulty maintaining a positive outlook.

Make an effort to integrate and develop your own network of friends. Even most of the students at your school are already part of a group, there is often room for new friends! Try to initiate conversation from time to time as opposed to only waiting for them to call you. Join a club or a team. Participate in school and community activities. Join a church youth group or volunteer to teach some young people a skill that you know and they are trying to learn. Developing a new network takes time, so be patient.

If you feel that your problem is different and this advice does not help, and your host family does not understand then you must contact your liaison teacher. They are dedicated to providing you with a rewarding exchange experience and will do all they can to see that goal is achieved.

### *Culture Shock*

If you feel personally disoriented for an extended period, you may be experiencing culture shock, which can be described as consisting of at least one of four distinct phases: honeymoon, negotiation, adjustment, and adaptation. At first, the exchange may have seemed great, but once reality sets in and challenges become apparent, you may be doubting your choice to participate. You may encounter some new or difficult feelings, but it is important for you to know that you are not alone and that this is a perfectly natural way to feel when you find yourself in a culture different from your own. When the rhythm of our daily existence is disrupted and all the familiar supports that we have lived with all our lives are suddenly pulled out from under us, we suffer a "culture shock"! But remember that "culture shock" is a common and normal and temporary.

As stated in the previous section, there are many healthy ways to deal with challenges. It is important to remember that drinking and taking drugs are neither healthy nor acceptable ways of dealing with difficulties, nor is immediately giving up and going home. Support is available for you, just ask!

### *Language Learning*



If you are actually speaking French, your language capabilities are already improving. Continue to take risks and push yourself. When you are in a conversation, try to be present. Focus on the conversation and use confident body language. This is difficult, when you can't find the words. Try to take note of new words or expressions so you can investigate the meaning at a later time. Linguee.com is a great point of reference as the site provides contextual examples of the use of words and expressions in addition to defining them. Try to be aware that some words have multiple meaning and thus, can have varied effects on the listener depending on the use and context. Ask if you don't understand something and be sensitive to the nuances of words to the best of your ability. In talking about complex subjects you will still find yourself searching for the right way to express yourself, but don't let that deter you from getting into interesting discussions. People may perceive you as being quiet or shy. Remember that while this may not be the "true you" it is a phase you're going through as you learn French. When you relax and use the skills you do have currently, you learn more quickly.

Be patient with yourself and ask for the information you need. Give yourself permission to make mistakes. This is how you learn and as you listen and practice more, you'll be able to acquire more vocabulary and learn more structures. It is natural, when you don't know an item in French, that you try English or a "literal translation" to communicate. Instead, try to resort to paraphrasing or providing a description, comparison or contrast to what you're trying to say. As you learn correct phrases and structures, you will be able to speak more fluently.

Research in linguistics (the study of languages and language learning) is determining that bilinguals have separate language centers. Translation to English merely strengthens your English center. To learn French and develop competence, you must use French in your daily life, thinking and even dreaming! This can happen while in Quebec. To take advantage of this opportunity, you must be ready to:

- stop translation into English
- learn the French names for objects, etc.
- learn structures to express ideas in French
- ask for words you need from your partner, family and friends and then use them
- be ready to experience frustration at times

The reward is incredible. After 3 months in Quebec, the results are almost magical! You will most certainly be proud of your accomplishment!

### *General information*

Any travelling that you do must be approved by your family on PEI and by host family, your liaison teacher and the program coordinator.

Visits from PEI friends or family can disrupt the exchange year. This is especially true of significant others; therefore they are not allowed. We recommend that your family not come at all, but if they do, they should arrange the visit with the host family and then stay in a hotel. It is confusing to have two sets of parents with two different value systems, and difficulties can develop.

## **Section 6 : AFTER THE EXCHANGE**

When you return to PEI, you can expect another brief period of adaptation. Allow time for yourself and those around you to get used to another new normal. As you're working hard to finish the semester you may wish to consider options for maintaining and improving your French. It is essential that you take the initiative to maintain and improve your skills.

While considering your options, some of the following suggestions may be helpful:

- Summer employment in the tourism industry (think tourist attractions, businesses or the national parks, where French would be an asset.
- Work or volunteer in daycares/summer camps where French is the language of communication.





- Babysitting for a francophone family.
- Acting as a Big Brother or Sister to someone who speaks only French, (or whom you could tutor).
- Adopt-a-grandparent who speaks French, preferably a Francophone. This suggestion and the previous ones have the advantage that you will need to use the language you have learned to communicate in a meaningful situation.

These ideas may be incorporated into your life in P.E.I. Further language study and summer work programs also exist, whereby it may be possible to work in a French-speaking milieu. Be sure to contact the nearest Canada Employment office for further details. Investigation of various options of post-secondary institutions will also disclose more opportunities to improve your French. This may be a worthwhile enquiry as you consider your choice of universities and programs. Be sure to discuss these possibilities with your liaison teacher and consult with the Program Coordinator for current opportunities.

Finally, if you've made it to the end of the exchange, congratulations! You've created memories to last a lifetime, and have learned far more than just language skills over the course of your 3-month adventure. Celebrate your courage and bravery!

## Section 7 : FRE521G Portfolio and requirements

Upon successfully completing the requirements for the PEI-QC exchange program, participants are eligible to apply for a French credit associated with this experience, known as FRE521G (the "Exchange credit"). Students may elect to complete FRE521G instead of FRE521F (immersion) or FRE521A (core French). FRE521G is among the approved pre-requisites for both FRE621F (immersion) and FRE621A (core French) in addition to the respective grade 11 courses associated with each program. Students may also complete both the grade 11 course in their program and the exchange and receive a credit for both. FRE521G, is represented on the student's transcript with a mark that is determined as follows:

	xx% for FRE521G
- Successful completion of exchange (both hosting and visiting periods)	40/40
- Completion of the portfolio according to requirements in outline	xx/30
- Mid Term evaluation	xx/10
- Evaluation(s) by Quebec teacher(s)	xx/20

Successful completion of both hosting and visiting periods of the exchange refers to the adherence to original travel dates and arrangements outlined by the department, and that the exchange is a positive experience overall. In the unlikely event a Québec student returns home before the end of the exchange, the Program Coordinator will collaborate with the PEI family and with Education Internationale to determine the next steps. The nature of the reasons for the Québec student's departure will be considered. The reverse will be true with regards to the visiting period.

The Portfolio outline, which details expectations for the final product, can be found on the next page (p. 18). This outline is accompanied by the rubric (p. 19) which will be used to evaluate the portfolio that is submitted and determine a mark. The portfolio must be submitted in its entirety by the pre-determined date. Submissions by mail must be postmarked on or before this date. Portfolios may be submitted via the following:

Email: jeleblanc@edu.pe.ca  
 Google Drive: share with jeleblanc@cloud.edu.pe.ca  
 Mail: Department of Education, Holman Building, Attn: Jill LeBlanc  
 250 Water Street  
 Summerside, PE C1N 1B6

The rubric used to evaluate the portfolio, the mid-term evaluation and the evaluation form used by the Québec teacher can be found in the pages 19 through 22 of this document.



## P.E.I. – QUÉBEC SIX-MONTH STUDENT EXCHANGE

### Overview of portfolio

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**Task :** You must create a portfolio in French which represents your experience and your learning over the course of the exchange.

Entries (1 per 2-week period as indicated below):

<ul style="list-style-type: none"><li>○ Prior to Québec twin's arrival</li><li>○ Week 1</li><li>○ Week 3</li><li>○ Week 5</li><li>○ Week 7</li><li>○ Week 9</li><li>○ Week 11</li><li>○ After departure of Québec twin</li></ul>	<ul style="list-style-type: none"><li>○ Prior to PEI student's departure</li><li>○ Week 1</li><li>○ Week 3</li><li>○ Week 5</li><li>○ Week 7</li><li>○ Week 8</li><li>○ Week 11</li><li>○ After PEI student's return to PEI</li></ul>
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Each entry must contain a minimum of 300 words and 1 image.

Content (non-exhaustive list):

- Reflections on your experiences
- Personal goals
- Successes and accomplishments
- Challenges
- Language development
- Risk-taking
- Cultural elements

Format: Free choice.

Components: Free choice.

Evaluation: Rubric.

Deadline for submission of portfolio: (date varies from year-to-year)

\*Portfolio must be submitted by mail, email, or Google Drive.

#### ADMINISTRATIVE USE ONLY

Date received: \_\_\_\_\_ EVALUATOR'S SIGNATURE: \_\_\_\_\_



Grille d'évaluation – Portfolio du programme d'échange						
NOM:		ÉCOLE:		DATE:		
Catégorie	CONTENU					
	1	2	3	4		
Récit d'expériences vécues, détails	Sujet indiscernable, contenu sans rapport. Crée un résumé incomplet d'une expérience; détails superficiels pour appuyer le récit.	Sujet flou, contenu peu relatif. Crée un résumé général d'une expérience; détails simplistes pour appuyer le récit.	Sujet visé, contenu relatif. Crée un résumé complet d'une expérience; détails pertinents pour appuyer les idées.	Sujet bien visé, contenu pertinent et riche. Crée un résumé approfondi d'une expérience; détails significatifs pour appuyer les idées.		
					___/10	
Réflexions/Liens (Relations)	Fait des liens limitées entre les expériences et les apprentissages; des liens ne sont pas évidents.	Fait des liens simplistes entre les expériences et les apprentissages; des liens sont simplistes.	Fait des liens attentionnés entre les expériences et les apprentissages. Les liens sont intéressants.	Fait des liens éclairés entre les expériences et les apprentissages; les liens sont engageants.		
					___/10	
TECHNIQUE						
Précision et étendue de la langue	Un emploi inefficace des éléments grammaticaux. Vocabulaire insuffisant, emploi souvent incorrect, inapproprié au sujet; réinvestissement du vocabulaire et des structures de phrases absent ou erroné.	Un emploi adéquat des éléments grammaticaux. Vocabulaire de base, souvent bien employé, et parfois approprié au sujet; réinvestissement du vocabulaire et des structures de phrases simpliste.	Un emploi compétent des éléments grammaticaux. Vocabulaire varié, bien employé, et approprié au sujet; réinvestissement du vocabulaire et des structures de phrases efficace.	Une bonne maîtrise d'éléments grammaticaux variés. * Vocabulaire riche, bien employé, et adapté au sujet; réinvestissement du vocabulaire et des structures de phrases astucieuses.		
					___/5	
Structure, organisation et présentation du portfolio	L'organisation et la structure ne supportent pas le thème/l'idée central. Usage inefficace du format, techniques et/ou matériaux.	L'organisation et la structure supportent partiellement le thème/l'idée central. Usage simpliste du format, techniques et/ou matériaux.	L'organisation et la structure supportent le thème/l'idée central. Usage attentionné du format, techniques et/ou matériaux.	L'organisation et la structure enrichissent le thème/l'idée central. Usage éclairé/innovatrice du format, techniques et/ou matériaux.		
					___/5	
Commentaires						
	Note finale: ___/30					

NAME: \_\_\_\_\_

TWIN: \_\_\_\_\_

**P.E.I. – QUÉBEC SIX-MONTH STUDENT EXCHANGE**

**MID-TERM EVALUATION (to be completed by PEI student in Week 6 of the visiting period).**

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Please note that the content of this form is not evaluated for quality. Full points for each question will be awarded as long as the question is answered adequately.  
All questions are required.

1 : Describe some highlights of the exchange so far. (1 point)

2 : Describe the most challenging part of the exchange so far. (1 point)

3 : Discuss your linguistic development so far, including successes, frustrations, and strategies. (1 point)

4 : Discuss life as a PEI student in a Québec home. (1 point)

5 : Discuss your courses in Québec. Consider variety, level of difficulty, etc. (1 point)

PEI-QC Student Exchange – Mid-term evaluation form – Updated December 2018



NAME: \_\_\_\_\_

TWIN: \_\_\_\_\_

6 : Discuss teacher contact in general and your experience with your liaison teacher. (1 point)

7 : Discuss some of the activities you've done so far during your stay in Québec. (1 point)

8 : What goals do you have for the rest of the exchange? You may wish to reference challenges or frustrations as they relate to your goal setting and your plan to achieve them. Consider school, home, personal, linguistic goals. (2 points)

9 : Share one learning observation or experience you have gained from the exchange experience that is NOT related to academics or linguistic development. Consider how the exchange experience contributes to preparing you for life after high school, whether you choose to pursue post-secondary studies or integrate into the employment market. (1 point)

**ADMINISTRATIVE USE ONLY**

Date received: \_\_\_\_\_

Content is satisfactory: ☐ YES ☐ NO

EVALUATOR'S SIGNATURE: \_\_\_\_\_ TOTAL POINTS: \_\_\_\_/10

PEI-QC Student Exchange – Mid-term evaluation form – Updated December 2018





## Programme d'échanges d'élèves

### Fiche d'appréciation de l'élève partenaire en visite au Québec Évaluation fin de séjour

Nom et prénom de l'élève partenaire      Nom et prénom de l'élève québécois

Évaluation à effectuer par les enseignants des élèves en échange	
A - Très bon	B - Bon      C – Satisfaisant      D - Insuffisant
Matière :	Mettre la lettre correspondante (A, B, C, D)
Nombre d'heures manquées :	Effort :
Enseignant :	Progrès :
Note :      %	Attitude :
	Collaboration :
Commentaires	

Cette fiche d'évaluation doit être complétée par tous les enseignants (une par matière) des élèves en échange au Québec, dans le cadre du programme d'échanges d'élèves d'Éducation internationale. La personne responsable des échanges dans les écoles pourra rassembler toutes les fiches et les remettre à l'élève partenaire avant son départ du Québec. **Pour les élèves canadiens et mexicains uniquement**, une copie de ces documents devra également être transmise à la personne responsable des échanges chez Éducation internationale.