

Community Conversation Guide

For CLC Practitioners

2-Hour Model | In service of students

May 2026

Purpose of a Community Conversation

Community conversations support two interconnected goals:

1. Learn

To better understand:

- student and family needs and aspirations
- existing community assets and gaps
- partnership possibilities that could support student success and family well-being

2. Engage

To meaningfully involve families and community members in:

- shaping school priorities toward the broader community
- aligning community efforts with school priorities
- strengthening collective responsibility in service of students

Community conversations are not consultations after decisions are made.

They are an opportunity to **listen, reflect, and co-build.**

What Success Looks Like

Following a community conversation, the school should have:

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- 3-5 clear themes (needs and assets)
- a shortlist of potential partners (who / what / next step)
- draft priority directions to inform the CLC action plan
- a clear plan to report back to participants



Who Should Lead

Community conversations are ideally led by:

- **The School Principal** (sets purpose, legitimacy, and follow-through)
- **The Community Development Agent (CDA)**¹ (coordinates the event, synthesizes findings, integrates into planning)
- **A Teacher-Lead** (connects community input to classroom and student experience)

Support roles may include:

- facilitators (staff or volunteers)
- note-takers
- childcare providers
- hospitality support
- bilingual facilitators or language supports

Inclusion Essentials (Non-Negotiable)

To create equitable conditions for participation:

- Free childcare is provided for **all children**
- Food is offered
- The event is held after school/work hours
- Participants may engage in **English or French**
- Families are welcomed regardless of prior involvement

¹ In this document, “Community Development Agent” (CDA) refers to any person or team carrying responsibility for implementing the CLC Action Plan, regardless of official title.

The CDA’s Role

The CDA is responsible for:

- coordinating the event and logistics
- supporting inclusive facilitation
- collecting and synthesizing input
- working with the principal to analyze findings
- integrating outcomes into the CLC action plan
- reporting back to participants and school teams



Step-by-Step Coordination (CDA)

4–6 weeks before

- Confirm date and time (2 hours)
- Confirm principal and teacher-lead participation
- Book rooms (main space + childcare)
- Decide on language approach (English/French tables or bilingual facilitation)
- Identify invitees (families, community organizations, services, volunteers)

2–3 weeks before

- Recruit facilitators and note-takers
- Arrange childcare staffing and safety plan
- Arrange food
- Send invitations and reminders
- Prepare materials

1 week before

- Confirm attendance and childcare numbers
- Assign facilitators and note-takers to tables
- Prepare opening remarks
- Hold a short facilitator briefing

After the event

- Collect and organize notes
- Send thank-you message with next steps
- Analyze findings with the principal
- Share a short summary back to participants
- Integrate priorities into the CLC action plan

Evening Agenda (2 Hours)

0:00–0:15

Arrival, food, sign-in, childcare check-in

0:15–0:25

Welcome and framing (Principal)

- Commitment to student success and community vitality
- Why community voice matters
- Acknowledge who is in the room

0:25–0:35

Purpose and process (CDA)

- What we are listening for
- How input will be used
- Language options and participation norms

0:35–1:15

Small-group conversations – Round 1 (40 min)
Focus: needs, aspirations, assets

1:15–1:25

Break (10 min)

1:25–1:55

Small-group conversations – Round 2 (30 min)
Focus: partnerships and priorities

1:55–2:10

Whole-group synthesis (15 min)
One key insight per table

2:10–2:15

Closing and next steps

Small-Group Conversation Prompts

Round 1 – Understanding the community

Select 4–5 questions.

- What do students in this community need most to thrive?
- What are families most hopeful about for their children?
- Where do families experience barriers or gaps in support?
- What strengths or assets already exist in this community?
- Who might be missing from this conversation?

Round 2 – Partnerships and priorities

- Which organizations or people could help address the needs raised?
- What could the school do with partners that it cannot do alone?
- What are 1–2 realistic quick wins?
- What might need to be scaled back or paused to focus on what matters most?
- How could volunteers meaningfully contribute?

Note-Taking Template (Per Table)

Table # / Language:

Top needs (max 3):

- 1.
- 2.
- 3.

Existing assets:

Potential partners (who and how):

Quick wins or ideas:

Quote that captures the discussion:



Reporting Back (Critical Step)

Within 2–3 weeks, share a brief summary with:

- key themes
- priority directions
- partnership leads
- next steps and timelines

This can be shared with:

- school teams
- community participants
- partners

Closing the loop builds trust and momentum.

Facilitation Principles

- Start with strengths
- Protect equity of voice
- Focus on themes, not individual cases
- Avoid promising solutions; promise transparency
- Keep students at the centre of the conversation

Invitation Template

Community Conversation – Let's Shape Priorities for Our Students

You're invited to a Community Conversation at **[School]** on **[Date]** from **[Time]**.

Join us to share ideas about:
student and family needs
community strengths
partnership opportunities

Free childcare (all children welcome)
and light food will be provided.

You can participate in English and/or French.

RSVP: **[contact information]**

Contact: prt@learnquebec.ca

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