

COPRSAQ

Le Comité d'orientation pédagogique du
réseau scolaire anglophone du Québec

The Leadership Committee for
English Education in Québec

LCEEQ

Annual Report

2012-2013

August 2013

Mandate

The Leadership Committee for English Education in Québec – LCEEQ is a collaborative professional learning community established for the purpose of promoting educational leadership in response to the needs of the English educational community of Québec through:

- identification of systemic challenges and conditions for student success;
- short and long-term strategic planning to enhance and support:
 - student learning and effective pedagogical and andragogical practices;
 - professional development and delivery models appropriate to the English sector;
 - the timely availability of resources for the English sector;
- exchange on information between the Ministère de l'Éducation, du Loisir, et du Sport (MELS), Ministère en Enseignement Supérieur, Recherche Science Technologie (MESRST) and the community as represented by the LCEEQ;
- systematic review and revision of the purpose, processes and outcomes of the LCEEQ.

Composition

The membership is comprised of 31 members, the Assistant Deputy Minister, a coordinator, a secretary and a representative of LEARN. Members shall be designated by the organizations which they represent. The membership representation, by organization, shall be as follows:

A.A.E.S.Q. (Association of Administrators of English Schools of Quebec)	Sam Bruzzese Randy MacLEAN
A.C.E.S. (Administrators for Complementary Educational Services)	Cindy Finn* Gail Somerville*
CEGEP's (English Colleges Steering Committee)	Ken Robertson
ADGESBQ (Directors General of School Boards)	Marielle Stewart
School Board Educational Services Representatives	Serge Beliveau – ETSB Michael Chechile – LBPSB Sandra Furfaro* - EMSB – Co-Chair Lyse Gendron-Brodeur - RSB Mike Helm – NFSB Tina Korb – SWLSB Marian Lothian* - WQSB – Co-Chair Lisa Mosher – ESSB Stephen Pigeon – CQSB
I.S.A.T. (Independent School Associations' Table)	Michel Lafrance Corrine Levy-Sommer
P.R.O.C.E.D.E. (Provincial Organization of Continuing Education Directors, English)	Heather Halman* Gloria Keenan
Professionals' Associations (Non-teaching Educational Professionals / Consultants)	Anne Beamish Nicole Le Bihan
Q.P.A.T. (Quebec Provincial Association of Teachers)	Andrew Adams J.P. Fossey Sébastien Joly Paul Pompa
Special-status Board Educational Services Representatives (Cree, Kativik, Littoral)	Deborah Foltin (Littoral)
M.E.L.S. / SSAACC (Ministère de l'Éducation, du Loisir et du Sport) (Secteur des services à la communauté anglophone, aux affaires autochtones)	Jill Goldberg* Elaine Roy*
English-sector Universities (Faculties of Education)	Catherine Beauchamp (Bishop's) Fiona Benson (McGill) Dominic Martini (Concordia)

Assistant Deputy Minister of the MELS for the English sector	Leo La France
LEARN (Leading English Education and Resource Network)	Maggie Dupuis
Coordinator	John Ryan*
Secretary	Angela Rosa

*member of the Steering Committee

The Assistant Deputy Minister of the MELS for the English sector is a standing member of the Committee. The representative of LEARN, the Coordinator and the Secretary are participants in the Committee.

Schedule of Meetings

Normally the Committee shall meet a minimum of five and a maximum of eight times during the academic year; meetings consist of a full day. The meeting schedule of the Steering Committee is determined so as to permit preparation of regular meetings and/or to address specific issues.

Steering	Regular
August 31, 2012 Planning - Roundtable	
September 26, 2012	September 27 2012
October 12, 2012	
November 14, 2012	
	November 29 English Sector Roundtable
November 30, 2012 Special Steering Roundtable Follow-up	
December 10, 2012	
January 10, 2013	January 11, 2013
	February 11-12, 2013 Annual Conference
February 12, 2013	
	March 20, 2013
March 20, 2013 following the adjournment of the regular meeting to finalize Seminar and May 30, 2013	
	April 11, 2013 Annual Seminar
April 12, 2013 Seminar debrief and finalize June 7, 2013	
May 1-2 Special Steering – Strategic Plan	
May 24, 2013 Special Steering – Strategic Plan	
	June 7, 2013
June 7, 2013 following the adjournment of the regular meeting	

LCEEQ Round Table

A major focus for the year was the LCEEQ Round Table held on November 29, 2012 at the Sheraton Laval Hotel. The event, billed as *“The Future of English Education in Quebec”*, brought together key representatives from the English Educational Community to participate in a shared dialogue and development of an LCEEQ action plan. The session was designed to address two basic questions:

- *Given the reality of the long-term effects of drastic and recurring budget cuts, what specific strategies can we propose to address this threat to student success in the English educational sector?*
- *What clear and collective recommendations should the LCEEQ send to the Minister of Education on behalf of the English community to preserve quality English services for our students?*

More than one hundred individuals participated representing the following groups/Associations within the English Educational Community:

- Administrators of Complementary Educational Services (ACES)
- Advisory Board on English Education (ABEE)
- Association of Administrators of English Schools of Québec (AAESQ)
- Association of Directors General of the English School Boards of Québec (ADGESBQ)
- Association of Jewish Day Schools (AJDS)
- Central Parents Committees from English school boards
- Directors of English Education Network (DEEN)
- Directors’ General Sub-committees: Secretaries General, Human Resources, and Finance
- English Colleges Steering Committee (CEGEP)
- English Parents Committee Association (EPCA)
- English universities of Québec
- Fédération des comités de parents du Québec (FCPQ)
- Fédération des professionnelles et professionnels de l’éducation du Québec (FPPE)
- Independent Association of Support Staff (IASS)
- Independent School Associations’ Table (ISAT)
- L’Association des cadres scolaires du Québec (ACSQ)
- Leading Education and Resource Network (LEARN)
- MELS-SSAACC (Observers)
- Provincial Organization of Continuing Education Directors English (PROCEDE)
- Québec Association of Independent Schools (QAIS)
- Québec Community Groups Network (QCGN)
- Québec English School Board Association (QESBA)
- Québec Provincial Association of Teachers (QPAT)
- School Board Educational Services Representatives (Nine English School Boards)
- Special status school board representatives (Littoral)
- Students representing the Youth sector, Adult-Vocational sector, CEGEPs, and Universities
- Syndicat des employées et employés professionnels-les et de bureau (SEPB)

A position paper entitled, “***The impact of recent budgetary compressions and recurring financial cutbacks on student success and on the survival of English schools in Québec***” was forwarded to Mme Marie Malavoy, Ministre de l’Éducation, du Loisir et du Sport, and to M Pierre Duchesne, Ministre de l’Enseignement supérieur, de la Recherche, de la Science et de la Technologie.

Summary of LCEEQ recommendations:

1. The Canada–Québec Entente funding resource must at least be maintained at its present level, administered by SSAACC, as it is an essential support for the needed adaptations in the English educational community and to meet emerging needs.
2. While the importance of regional collaboration is recognized, the English educational community must continue to be served by a distinct province-wide, administrative structure within the MELS to support its educational institutions and build student success.
3. To ensure equitable treatment of all Québec students, the MELS must ensure that the English educational system receives its proportional and equitable share of all targeted allocations, and equivalent regional resources.
4. The MELS must optimize *mesure* allocations in the English educational system by decreasing bureaucracy, and permitting more local flexibility and a degree of decision-making autonomy, while respecting the general intent of the targeted funding.
5. Resources to support educational goals, such as *persévérance scolaire*, should be managed by the MELS, not other ministries or agencies, with equitable access available to the English educational community.
6. Rather than imposing provincial solutions for amalgamating services, the MELS should support the English educational system in developing partnerships (local, regional or provincial initiatives) to optimize resources.
7. The MELS must revise and expand the program options and regional access opportunities in the English vocational education and CEGEP technical training sectors.

The complete position paper can be found on the LCEEQ website (LCEEQ.ca) on the HOME page under DOCUMENTS.

LCEEQ Annual Conference

The fourth annual LCEEQ conference was organized to provide a professional development opportunity for the English sector community to network, showcase and share innovative and successful practices between schools across the province of Quebec.

Event Objectives:

- To offer professional development with a focus on the theme: ***Safe Schools and Social Learning: Essentials for School Success***.
- To support and promote educational and professional exchanges within the English educational community of Quebec.
- To offer a balanced selection of workshops of interest to varied levels.
- To expand the scope of the Conference by attracting presenters and participants from Cégep, University and the Adult Education sectors.

The LCEEQ Conference 2013 was held at the Sheraton Laval Hotel on February 11-12, 2013. **Barbara Coloroso**, world renowned educator and author provided the opening keynote presentation entitled, *“Kids are Worth It! Teaching with Wit and Wisdom”*. She also offered two breakout sessions: *“The Bully, the Bullied, and the Bystander – Breaking the Cycle of Violence”* and *“Cyberbullying – The Bully, The Bullied and The Bystander – Breaking the Cycle of Violence in the Net Neighbourhood”*.

Dr. Debra Pepler, a distinguished Research Professor of Psychology at York University and Senior Adjunct Scientist at the Hospital for Sick Children in Toronto, provided a keynote session on the second day entitled, *“Healthy Development Depends on Healthy Relationships”*. She also offered the workshop, *“How Can We Promote Healthy Relationships for Healthy Development?”*

Anne Lagacé Dowson, Director of the anti-discrimination and anti-bullying organization, Ensemble pour le respect de la diversité (formerly known as the Tolerance Foundation), offered the closing luncheon plenary, *“Defending Minority Rights and Diversity at School”*.

Six hundred forty-seven (647) participants chose from a program which included a total of thirty-seven breakout sessions offered by a total of fifty-eight presenters, the vast majority of whom were educators within the Quebec educational community. There was no registration fee for participants and those from a distance received a subsidy for travel and accommodation.

For the first time an evening session was offered to parents. **Barbara Coloroso** provided a two hour workshop on the theme; *Parenting with Wit and Wisdom*. More than four hundred people attended in person and more than one hundred people were able to view the presentation by video conference at locales across the province.

Language Legislation

A major pre-occupation of the Committee throughout the year was in response to the Government's discussions concerning changes in the law as it relates to the use of the English language. In the fall of the year there were considerations about changes to Bill 101. As the year progressed, Bill 14, an act to amend the Charter of the French Language was introduced. LCEEQ was not invited to present at the public hearings. However, LCEEQ did prepare a position paper. Even though the discussions were temporarily discontinued by the National Assembly, LCEEQ distributed the position paper throughout the English Educational Community in anticipation of discussion recommencing with the resumption of the Assembly in the fall of 2013.

The LCEEQ position on the adoption of Bill 14 was based on the underlying concern:

If implemented, Bill 14 will add another layer of bureaucracy to the educational system and will create an additional drain on the human and financial resources currently available to English schools, centres, colleges and universities in Quebec.

Government budgetary cutbacks over the past two years and proposed for the future, have seriously compromised services available for student education in the English sector. The purpose of Bill 14 is to tighten up existing language laws and to add more restrictions to regulations and procedures affecting the English educational community.

- Provisions of the current *Charte de la langue française* require English school boards to produce French versions of all official documents. This means that reports required by law, minutes of the meetings of commissioners, web sites and signage in schools must be translated and produced in the French language. The cost for this, which does not apply to the French educational system, must be absorbed by the English school system. The new additions to the *Charter of Human Rights and Freedoms* proposed in Bill 14, such as the statement in article 3.1 – “Every person has the right to live and work in French in Quebec to the extent provided for in the Charter of the French language (chapter C11).” – could create additional obligations to translate and produce materials in French. These could include report cards, parent bulletins or cafeteria menus.
- New policy development, monitoring practices and report writing required by Bill 14 will add to the administrative burden of school boards and colleges. These bureaucratic obligations will occupy the personnel of these institutions and interfere with current efforts to improve schools and instructional practices and programs to ensure school success for students.

The replacement of the term “ethnic minorities” by the term “cultural communities” in the preamble of the *Charte de la langue française*, as proposed by Bill 14, is a cause of general concern.

As reported in the media, this amendment could have far reaching consequences for minority rights in Québec. The contention is that the existing designation as an ethnic minority is recognized and protected in Canadian and International law, whereas the designation of cultural community has no resonance or weight legally. The fear being that this wording change would be stripping away minority rights and protections.

- The LCEEQ committee does not have the means of validating these claims but urges that this point be clarified during the parliamentary hearings on Bill 14. Of particular concern would be the impact of this wording change on the ethnic minorities and first nation students who currently have admissibility certificates to attend English schools and centres.

The language of Bill 14 not only speaks to the urgent need to tighten existing French-language laws, but also infers that the English community continues to be responsible for the undermining of the French language and culture.

Although the LCEEQ committee members were instructed to concentrate on the provisions of Bill 14 that impact on education, most could not ignore the message implied by the proposed modifications, namely that the English minority in Quebec is a threat to the Francophone majority.

- The proposed change to article 88.2 of the language law suggests the need for stricter language policies in French colleges and universities to prevent “...widespread institutional bilingualism.”
- The bill proposes that the following be added to Article 73.1 which deals with the eligibility requirements for students attending English schools – “...no points may be given, in applying that regulation, for instruction received in any context of illegality or circumvention referred to in section 73.0.1.” The assumption here is that English schools have been duplicitous, are actively admitting students who do not meet admissibility requirements under the current law, and that there is a need to rectify this situation.
- The spirit of Bill 14 fails to recognize that English schools, colleges and universities make a positive contribution to Quebec culture and language by graduating students who are proficient in both English and French, and who have the employability skills and talents to make positive contributions to Quebec society.

The complete position paper may be found on the Website (LCEEQ.ca) in the documents section.

April Seminar

Each year the Committee sets aside a special meeting in the spring at which time it reviews accomplishments to date and looks forward to identifying issues to be considered in the near future. Norm Horner, of McGill University, animated the members of the Committee and invited guests in a lively review and planning session.

The primary outcome was a systematic review of the Committee's Strategic Plan and the development of a new plan for 2013-2016. In August 2013, the Steering Committee reviewed the latest draft with the intention of proposing a final document for ratification at the first General meeting of 2013-2014.

John Killingbeck Teacher/Administrator Scholarship Program

The program is designed to provide teachers, in-school administrators and centre directors, with opportunities for short-term study visits to exemplary schools or centres to experience good practice, carry out research, and share information with a network of other participants.

School Boards/Associations that took advantage of the program in 2012-2013:

School Board Association	School/Centre	Topic	Grant
CQSB	Holland Elementary	<i>Implementing iPad technology for Academic Success</i>	\$6 000.
EMSB	Dunrae Gardens	<i>The "Flipped Classroom" Approach to Teaching</i>	5 000.
	Pierre de Coubertin	<i>The "Flipped Classroom" Approach to Teaching</i>	5 000.
	Westmount High	<i>The Layered Curriculum</i>	5 000.
ESSB	Belle Anse Elementary	<i>Establishing a French Immersion Program</i>	8 000.
ETSB	Lennoxville Elem.	<i>Parental Involvement and Student Engagement</i>	5.500.
	Sherbrooke Elem.	<i>Universal Design for Learning</i>	5.500.
NFSB	HAecc	<i>Supporting Adult Students with Special Needs</i>	5 000.
	Mary Gardner Elem.	<i>Healthy Schools</i>	5 000.
WQSB	Chelsea Elementary, Pierre E. Trudeau Elementary and Onslow Elementary	<i>Soundprints and the Daily 5</i>	6 000.
	Lord Aylmer Elem.	<i>Induction and Mentoring Program for New Teachers</i>	6 000.
		Total	\$62 000.

A report in the form of a video clip prepared by the participating group may be found on the website at LCEEQ.ca (FUNDING – Project reports and summaries).

Research and Development Grants

One of the primary goals of the LCEEQ is to increase the capacity of the English Educational Community to respond to efforts aimed at student learning and success. To address this goal, the LCEEQ has initiated the **Research and Development Program** to provide financial support for short or long-term projects that will enhance and support:

- student learning and effective pedagogical and andragogical practice
- professional development and delivery models appropriate to the English sector
- the availability of teaching and evaluation resources.

The projects that were approved in 2012-2013:

School Board Association	Applicant	Title	Grant
LBPSB	Terry Wan Jung Lin	<i>Differentiating mathematics instruction: Networking to develop pedagogical leaders</i>	\$ 11 400.
NFSB	Richard Drapeau	<i>Developing Teacher Expertise in Teaching Elementary Mathematics</i>	12 600.
PROCEDE	Ruth Ahern	<i>The Impact of Career Guidance on Adult Learner Success</i>	11 000.
Projects approved in 2011-2012 and completed in 2012-2013			Actual
CQSB	Susie Faguy	<i>Adapting to the times</i>	11 100.
ETSB	Ian Verheyden	<i>Alexander Galt Regional High School - Science Concentration Curriculum Development Project</i>	7 435.
SWLSB	Peter Bilodeau	<i>Advanced Interactive White Board Classroom Integration Workshop</i>	6 120.
WQSB	Rolla McIntosh Judy Millar	<i>Teaching to the Natural Learning Styles of Boys and Girls to Ensure Student Success –A Model for Helping Schools Educate Boys and Girls</i>	29 600.
Total			\$89 255.

Reports for these projects will be available on the LCEEQ website during the 2013-2014 academic year.

Professional Development Subcommittee (PDSC)

The Committee is mandated to promote and organize timely and effective professional development for personnel who impact on student success in accordance with the LCEEQ Strategic Plan.

The Committee which met six times (full-days) during the year is composed of:

Michael Cristofaro	Principal – EMSB
Aynsley Devine	Retired Secondary School teacher - QPAT
Michael Grumberg	Adult Education Teacher LBPSB - QPAT
Peter Hamilton	Director of Complementary Services - ETSB
Andrea Harding	Vice- Principal – QAIS (on maternity leave)
Geoff Higgs	Consultant - SWLSB
Pasquale Machado	Elementary School Teacher – SWLSB QPAT
Jim McKinnon	Consultant – Mentoring Matters
John Ryan	LCEEQ Coordinator
Elizabeth Therrien Scanlan -Chair	LCEEQ
Mario Tirelli	Retired Director General - EMSB

The Committee engaged in a number of initiatives:

- Response to specific requests by LCEEQ members for funding for local PD projects
 - Sir Wilfrid Laurier School Board \$ 3 600.
 - Eastern Townships School Board \$ 13 000.
 - Bishop’s University \$ 13 000.
- Organization of the Secondary Pilot Project – Learning and Teaching Strategies for Student Success with Dr. K. Nunley
- A needs assessment of Consultants was conducted, and the proposal of the development of a Professional Learning Committee (PLC) created by Consultants with an outside mentor was considered (project suspended, perhaps to be revisited)
- The development and implementation of a provincial Mentorship Project for new teachers
- The development of an electronic evaluation model to monitor the long term impact of PD activities
- The development of a Directory of PD resources within the province
- The organization of annual PD institutes
 - Leadership for School Improvement (April and August, 2013)
 - Writing Workshop with Linda Rief (August 2013)
- Support for MELS training
 - Integrating Entrepreneurship Into the Guidance Oriented Approach
 - Training for Secondary Physical Education and Health

Youth Cégep Transition Committee

The mandate of the Committee is to facilitate the transition for students moving from the final year of Secondary School to Cégep. The Committee continues to seek means to promote a dialogue between educators at both levels to encourage a smooth transition.

The Committee which met eight times (half-days) during the year is composed of:

Evelyne Alfonsi	Principal – EMSB
Eric Lavigne	Associate Academic Dean – Marianopolis College
Patricia Moffa - Chair	Retired Regional Director - EMSB
Nick Primiano (until April 2013)	Principal - SWLSB
John Ryan	LCEEQ Coordinator
Tom Rhymes	Regional Director of Schools - LBPSB
Anthony Singelis	Dean, Faculty and Curriculum Development - Champlain College St. Lambert
Nancy Thompson	Pedagogical Support Specialist – John Abbott College

The Committee organized a Conference in September 2012 entitled, ***Decoding Youth Culture*** which featured **Max Valiquette** who explained the mechanics of youth culture and its effect on youth as learners – and on educators and educational institutions as the facilitators of learning. He also explained how today's youth are influenced by information technology. The goal was to equip educators and educational decision makers with the knowledge to better facilitate successful learning for all our students. More than 125 educators attended the Conference.

The Committee is currently organizing a Conference scheduled for September 20, 2013 entitled, ***Engaging Students by Always Being Engaged***. The invited speaker, **Sylvain Boudreau**, will address the most important steps we can take towards achieving our greatest potential as educators: to monitor our attitude and its impact on classroom performance, and the relationships we establish with students and colleagues.

Enquiries and comments may be forwarded to, John Ryan, LCEEQ Coordinator, at jryan@lceeq.ca