



Annual Report  
2014-2015

September 2015

## 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 de l'Enseignement supérieur, de la Recherche et de la Science (MESRS) 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 are designated by the organizations which they represent. The membership representation, by organization, shall be as follows:

<b>A.A.E.S.Q.</b> (Association of Administrators of English Schools of Quebec)	Sam Bruzzese Ralph Mason
<b>A.C.E.S.</b> (Administrators for Complementary Educational Services)	Cindy Finn* - LCEEQ Chair Gail Somerville*
<b>CEGEP's</b> (English Colleges Steering Committee)	Normand Bernier
<b>ADGESBQ</b> (Directors General of School Boards)	Roma Medwid
<b>School Board Educational Services Representatives</b>	Michael Chechile – LBPSB Sandra Furfaro* - EMSB Mike Helm* – NFSB Tina Korb – SWLSB Marian Lothian* - WQSB Lisa Mosher – ESSB Lisa Rae-Nutter - RSB Mark Sutherland – CQSB Catherine Zahra - ETSB
<b>I.S.A.T.</b> (Independent School Associations' Table)	Holly Hampson Corrine Levy-Sommer
<b>P.R.O.C.E.D.E.</b> (Provincial Organization of Continuing Education Directors, English)	Cosmo Della Rocca Bonnie Mitchell
<b>Professionals' Associations</b> (Non-teaching Educational Professionals / Consultants)	Tino Bordonaro Arlene Scott
<b>Q.P.A.T.</b> (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) LCEEQ Vice-Chair Serge Beliveau (Cree)
<b>English-sector Universities</b> (Faculties of Education)	Fiona Benson (McGill) Sunny Man Chu Lau (Bishop's) Dominic Martini (Concordia)

<b>M.E.L.S. / SSAACC</b> (Ministère de l'Éducation, du Loisir et du Sport) (Secteur des services à la communauté anglophone, aux affaires autochtones)	Christie Brown* Lise Langlois*
<b>Assistant Deputy Minister of the MELS for the English sector</b>	Chantal Beaulieu
<b>LEARN</b> (Leading English Education and Resource Network)	Christine Truesdale
<b>Coordinator</b>	John Ryan*
<b>Secretary</b>	Angela Rosa

\*member of the Steering Committee

The Assistant Deputy Minister of the Ministry of Education for the English sector, the two representatives of the Ministry of Education / SSAACC (Ministère de l'Éducation, du Loisir et du Sport) (Secteur des services à la communauté anglophone, aux affaires autochtones et au Plan nord), the Coordinator, the Recording Secretary, and the representative of LEARN are non-voting members of the LCEEQ.

## 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
<b>August 28, 2014</b> propose topics for the year and any guests and plan Sept 18		
		<b>September 18, 2014</b>
<b>September 18, 2014</b> (following Regular Meeting)		
<b>October 24, 2014</b> plan November 20		
		<b>November 20, 2014</b>
<b>November 21, 2014</b> – plan January 15, 2015		
		<b>January 15, 2015</b>
<b>January 16, 2015</b>		
		<b>February 9-10, 2015</b> Annual Conference
<b>February 11, 2015</b> - debrief Conference – plan March 12 and April Seminar		
		<b>March 12, 2015</b>
		<b>April 22-23, 2015</b> Annual Seminar
<b>May 7-8, 2015</b> - Plan June 3rd plus annual plan 2015-2016		
		<b>June 3, 2015</b>

## LCEEQ Strategic Plan

This was the second year of the current LCEEQ Strategic Plan 2013-2016 which can be found in “Documents” section of the LCEEQ Website at <https://lceeq.ca> (Documents).

In Annex I of this Annual Report you will find a review of the accomplishments achieved during the first two years of the three year process (2013-2014, 2014-2015).

## Incorporation

A major focus for 2014-2015 was the process of having LCEEQ recognized as a not-for-profit incorporation. This meant that LCEEQ would no longer depend on the services of a fiduciary School Board to serve as the liaison with the Ministry in obtaining funding through the Entente Canada Quebec. Following consultation with both legal and accounting advisers, an application for incorporation was granted and a Numéro d'entreprise du Québec (NEQ) was awarded in late February, 2015.

## **Focus on Technology in the Classroom**

In September 2014, LCEEQ devoted a meeting to the importance of technology in the classroom at all levels of education. The recently published report of the Advisory Board on English Education (ABEE), *Quebec Schools On-Line: Opportunities for English Language Education*, served to introduce the topic of discussion. This was followed by a report on the Ministry of Education's study on the use of tablet computers. Participants then engaged in a hands-on session entitled "Transforming the Learning" followed by a presentation on how technology is being implemented at the CEGEP level.

## **Consultation with Partner Groups**

In October 2014 LCEEQ invited partners within the English Educational Community: the Advisory Board on English Education (ABEE), the Direction des services à la communauté anglophone (DSCA), the Quebec English School Boards Association (QESBA), and the Quebec Provincial Association of Teachers (QPAT) to discuss common issues and priorities to determine any common and/or joint strategies that could be adopted to better serve the community at large.

## **Focus on the Decline of the English Schools**

In January 2015 Dr. Richard Bourhis (UQAM) co-author of the publication; *The Decline of the English School System in Quebec* prepared for the Canadian Institute of Linguistic Minorities (2012) reported on the research findings. The content of the presentation provided both valuable information and direction for discussion for the balance of the year.

## **Consultation on the History Program – Follow-up**

In December 2013 LCEEQ responded to the invitation to consult on the document: For the Reinforcement of the Teaching of Quebec History in Elementary and Secondary School. The detailed response can be found on the Website at <https://lceeq.ca> (Documents). In November of 2014 LCEEQ sent a letter to Normand Pelletier, sous-ministre adjoint au développement pédagogique et au soutien aux élèves, to comment on the Ministry's response to the recommendations to date.

## **Communications and Marketing**

A subcommittee was established as part of the Strategic Plan. The main focus was the creation of an on-line Newsletter. A pre-view edition was launched as part of the LCEEQ Conference in February. There were six additional editions through June 2015. Copies are available at LCEEQ.ca.

## **LCEEQ Annual Conference**

The sixth annual LCEEQ conference was organized to provide a professional development opportunity for the English sector community. The Conference was a two day event which dealt with the topic of ***Visible Learning*** led by John Hattie and a team of four presenters.

John Hattie presented two plenary addresses: ***The Visible Learning Research*** and ***Visible Learning and the Science of How We Learn***.

His colleagues presented four different breakout sessions that were repeated so that all delegates could participate in each:

- ***Taking the Visible Learning Research Meta-Analysis to Classroom Practice***
- ***Student Voice***
- ***Using Data to Make Learning Visible***
- ***Feedback That Makes Learning Visible***

The closing plenary, ***Creating Visible Learners***, was presented by Ainsley Rose, a member of the Hattie team.

The LCEEQ Conference 2015 was held at the Sheraton Laval Hotel on February 9-10, 2015 welcoming nine hundred forty-five (945) registrants. There was no registration fee for participants and those from a distance received a subsidy for travel and accommodation. For detailed information about the Annual Conference please visit: <http://conference.lceeq.ca/>

## **April Seminar**

Each year the Committee sets aside a special meeting in the spring at which time it reviews accomplishments of the year to date and identifies issues to be considered in the year ahead. Leo La France, former Assistant Deputy Minister of Education made a presentation on the historical importance of the Committee. Chantal Beaulieu, the Current Assistant Deputy Minister, addressed current issues and future trends.

## **Appeal to the Minister of Education**

In June 2015 LCEEQ wrote a letter to Minister Blais denouncing the proposed budget cuts. LCEEQ expressed the position that the common adage, "one size fits all" simply does not apply when looking at the budgetary considerations required by English educational institutions; in fact, this view is extremely detrimental to the continued success of students with the right to English language education. LCEEQ considered it essential that the Ministry develop equitable means to address the varying educational needs within the province. The Committee offered to work with Ministry of Education officials to develop and implement strategies that meet the needs of all students within the context of fiscal responsibility on the part of the government.

## 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 2014-2015:

School Board Association	School/Centre	Topic	Grant
CQSB	Riverside Regional Elementary School	The Professional Learning Community	\$6 000.
	Riverside Regional High School	The Professional Learning Community	6 000.
EMSB	Rosemount Technology	Dealing With International Students	15 000.
ESSB	New Richmond High School	Needs of First Nations Students	8 000.
ETSB	Knowlton Academy	The Multi-Aged Classroom	5 500.
LBPSB	Educational Services	Chromebook Project	7 125.
	Verdun Elementary	Effective Literacy Instruction for At-Risk Inner-City Students	6 000.
SWLSB	Mother Teresa Junior High + Multiple Schools	Integration & Differentiation in the Middle School	10 000.
WQSB	Pierre Elliott Trudeau Elementary	Safe and Healthy Schools	6 000.
	Poltimore /Buckingham	Making Partnerships Work	6 000.
	Symmes Junior- D'Arcy McGee High	Using Personal Technology Devices: Impact on Policy and Learning	6 000.
		<b>Total</b>	<b>\$81 625.</b>

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

## Research and Development Grants

During the 2014-2015 a project submitted by the Eastern Townships School Board entitled *Responding With Success* was approved to a maximum of eleven thousand two hundred dollars (\$11 200.). The project developed classroom videos to demonstrate strategies for “response to literature”, a key component of the English Language Arts programme.

## 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 five times (full-days) during the year is composed of:

Name	Position	Board/Association
Michael Cristofaro	Principal – Administration Public Sector	EMSB
Aynsley Devine	Secondary Teacher	Retired
Michael Grumberg	Adult Education Teacher	LBPSB – QPAT (September – February)
Andrea Harding	Principal – Administration Private Sector	QAIS
John Leblanc	Consultant	LBPSB
Jim McKinnon	Consultant	Mentoring Matters
Kristyna Palladino	Elementary Teacher	SWLSB - QPAT
John Ryan	LCEEQ Coordinator	LCEEQ
Brenda Smylie	Coordinator of Complementary Services	NFSB -ACES
Mario Tirelli	Former Director General	EMSB
Elizabeth Therrien Scanlan	Chair	LCEEQ

The Committee convened for the following full-day meetings:

- Wednesday September 10, 2014
- Wednesday November 12, 2014
- Wednesday January 28, 2015
- Wednesday February 25, 2015
- Thursday April 30, 2015

The Committee engaged in a number of initiatives: (Summary report)

- Document revision to reflect the LCEEQ Strategic Plan 2013-2016
  - LCEEQ Cost Sharing Policy
- Response to specific requests by LCEEQ members for funding for local PD projects
  - DEEN Hybrid Conference
  - DEEN Formative Assessment Conference
  - Complementary Educational Services Symposium
  - Librarian’s Symposium
  - Bishop’s University CAST September 2014 & Development of Indicators for 4<sup>th</sup> Year Practicum – 14,000\$
  - WQSB Visible Learning – 15,000\$
  - LBPSB Discipline with Dignity – 5,000\$
  - LBPSB - Supporting Mentoring Coordinators’ Program for New Teachers - 8,125\$

- **Layered Curriculum Design**  
There continues to be an offer of support, by PDSC, for initiatives put forward by Boards/Associations whose School Teams participated in the 2011-2013 Layered Curriculum Design Project with Dr. Kathie Nunley.
- **Mentoring & Retention of Teachers**  
ESSB (via VCN), RSB SWLSB and EMSB completed the introductory session for coordinators and the 3 subsequent sessions for mentoring teachers; LBPSB participated in the introductory session and was provided with an equivalent subsidy to meet their needs for a complementary session in their Board. A final report and evaluation have been completed. PDSC has begun to consult coordinators with regard to identifying additional support in this area. The objective is to promote the momentum of this project.
- **Long Term Evaluations**  
There continues to be an attempt to evaluate the effectiveness of PD sessions on a short and long term basis by providing participants with on-line short term and timely long term evaluation questionnaires to measure the impact of a PD activity on practice. To date, the long term evaluation feedback has been a challenge, the responders are extremely sparse and evaluation difficult to ascertain.
- **Professional Development Resource Directory**  
A Professional Development Resource Directory is being posted on the LCEEQ website. It will contain local resources gleaned from presentations/workshops given during the 2012, 2013, 2014 LCEEQ Conferences. These presentations/workshops were very positively evaluated by participants. Boards must have approved the posting of their employees' work and the presenter must have indicated a willingness to be listed in the Directory. The workshops/presentations respond to the needs identified in a teacher survey conducted by the PDSC i.e. methods of student assessment, technology as a pedagogical tool in the classroom, subject area taught, creating engaging work for students & creating an atmosphere of respect within the classroom. The Directory will be added to and updated. PDSC has identified the parameters and criteria to be used when a determination must be made about a workshop or resource that is put forward by a presenter who has not been invited to do so but who wishes to have his/her workshop or resource added to the Directory. A series of steps will be posted with the Directory for this purpose; PDSC will make the decision as to whether or not to include the resource.
- **ULD**  
Universal Learning Design is a curriculum design that lends itself to differentiation in the classroom. The project was initiated by the Directors General and all English boards have indicated an interest. A presentation by Andrea Prupas was given to the PDSC followed by an exchange exploring mutual support; possibilities for informing a broader audience were also promoted and discussed.

**Professional Development Institutes**

- **Mathematics Institute - Elementary Teachers**  
An Elementary Teachers' of Mathematics Institute was held on August 10-13, 2015 to provide a sample for the planning of a more intensive and extended workshop involving all elementary teachers of Mathematics. A quota of participants per Board and Association was set; Boards & Associations selected their participants totalling 120 teachers. The Institute was residential. Contracts were signed with *Manoir St. Sauveur* and with Dr. J. Dixon and 3 team mates who animated the session. Registration forms were made available to the boards and associations. Indications are that the Institute will be overbooked.
- **Leadership for School Improvement Workshop**  
Workshops are held; one for the new participants and one for the graduates of previous sessions. For the latter participants, a choice is given in attendance at one or both sessions. The target audience is administrators and aspiring administrators. The workshop provides them with a set of conceptual tools and applications to further develop effective school administration aimed at achieving success for all students. The leadership skills developed during the workshop will enable participants to enhance their school vision and identify actions that foster meaningful and enduring institutional change.
- **Writer's Workshop with Linda Rief**  
This annual workshop also continues to be evaluated as exceptional and successful. It will take place August 10-14, 2015 at Auberge du Vieux Foyer. Registration is capped at fifteen participants. The target audience is very broad to include all educators who will have the opportunity to learn effective strategies for improving student writing by actively engaging in a writer's workshop.

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 five times (half-days) during the year is composed of:

Ronnie Dorsie	Dean of Academic Resource John Abbott College
Michelle Harper	Principal - LBPSB
Eric Lozowy	Dean of Science and General Studies Vanier College
Patricia Moffa - Chair	Retired Regional Director - EMSB (Chair)
Tom Rhymes	Regional Director of Schools - LBPSB
John Ryan	LCEEQ Coordinator
Anthony Singelis	Dean, Faculty and Curriculum Development - Champlain College St. Lambert
Ian Spencer	Guidance – Riverdale High School - LBPSB
Anna Villalta	Assistant Director Pedagogical Services EMSB
Wilson Wong	Assistant Dean Science, Medical Studies & Engineering Dawson College

When the first cohort of Secondary School students who followed the Reform curriculum was ready to enter CEGEP, there was some thought that there may be some “growing pains” in their first year. The YCT was created to ensure communication between the two levels to facilitate a smooth transition. Given that these students are now in University the YCT took advantage to examine its mandate to determine how it could best continue to assist in this important transition.

In the spring of 2014 the YCT sent out an open invitation to those who regularly participate in events to participate in a “think tank” to see how the YCT project could be continued to best serve the needs of the community. A number of recommendations were forthcoming including:

- Instead of one large workshop, organize smaller sessions on a regional basis
- The need for opportunities to share more within their own milieu – individuals sharing information gained at workshops within their own institutions
- Gather and disseminate data related to student transition and success
- Continue to create opportunities for interaction and networking of the two levels.

In order to consider these recommendations and to bring a new perspective to the table, the Committee was expanded in 2014-2015. Much of the time was spent dealing with finding ways to continue to serve the two communities; Secondary V and CEGEP teachers.

Enquiries and comments related to this **Annual Report** may be forwarded to, John Ryan, LCEEQ Coordinator, at [jryan@lceeq.ca](mailto:jryan@lceeq.ca)

# Appendix I



**Strategic Plan Timeline  
2013-2016**

As of June 30, 2015

**Strategic Goal One**

To be a visionary and strategic body that advises and influences decisions regarding English education in Québec.

Action	Means	Comment
Engage in active reflection on current and future issues	<ul style="list-style-type: none"> <li>• identify and articulate orientations based on the nature and specific needs of the English sector</li> <li>• Provide opportunities for the English educational community to discuss relevant issues</li> <li>• Collaborate with other organisations in the English educational community</li> <li>• Cultivate a professional and collegial environment for the members of the LCEEQ</li> </ul>	<ul style="list-style-type: none"> <li>✓ Chantal Beaulieu takes every opportunity to remind BSM of existence and influence of LCEEQ</li> <li>✓ Position paper forwarded to the Superior Council on Reform Fifteen years later Document available on the website</li> <li>✓ Position Paper forwarded in response to the consultation on the History Program Document available on the website</li> <li>✓ Follow-up information session on November 20, 2014 to determine need for further intervention regarding the History Program</li> <li>✓ Follow-up letter forwarded November 2014 Document available on the website</li> <li>✓ Special Steering Committee meeting held in October 2013 which included ABEE, DSCA-SAR, QESBA</li> <li>✓ Portion of a Regular Committee meeting held in November 2014 to include ABEE, DSCA, QESBA</li> <li>✓ Chairs and DGs invited to a General Meeting for a presentation on the Vitality of the English Sector – January, 15, 2015</li> <li>✓ In December 2013 Cindy, Chantal, and Leo met with Anthony Hémond, attaché to Minister Malavoy. He was very interested in knowing more about LCEEQ. He was invited to and attended the Conference in February</li> <li>✓ Representative attended the Ontario Principals' Council (OPC) Symposium International Symposium held in Toronto in November 2013</li> <li>✓ The Steering Committee is actively investigating the Incorporation of LCEEQ</li> <li>✓ Certificate of Incorporation and NEQ granted, February, 2015</li> </ul>

Action	Means	Comment
	<ul style="list-style-type: none"> <li>• Develop a communication plan</li> <li>• Establish mechanisms to ensure that messages are delivered in a consistent and timely manner</li> <li>• Provide informative networking opportunities</li> <li>• To provide the appropriate means to the committee members so that they can bring information back to the organization that they represent</li> <li>• Regularly publicize the actions taken by the Committee</li> <li>• Inform appropriate individuals/groups of the status, mandate, membership and strategic plan of LCEEQ</li> <li>• Publish a Newsletter on a regular basis</li> <li>• Maintain the LCEEQ website</li> <li>• Promote the role of the committee within the English educational community</li> <li>• Publish the actions taken by the Committee through the Annual Report</li> <li>• Circulate documents produced to the LCEEQ committee members and interested members of the English educational community</li> </ul>	<ul style="list-style-type: none"> <li>✓ An integrated provincial calendar is online <ul style="list-style-type: none"> <li>▪ LCEEQ members can have dates they wish included on the calendar by sending information to John Ryan</li> </ul> </li> <li>✓ The convening of a Special Steering Committee meeting in October 2013</li> <li>✓ At the May 2014 Steering Committee a mandate is given to the Coordinator to create a Communications Subcommittee</li> <li>✓ In September 2014 a Communication/Marketing Subcommittee was created <ul style="list-style-type: none"> <li>○ Progress report to be made at the November 20 Regular Meeting</li> </ul> </li> <li>✓ Communication Plan presented January 15, 2015</li> <li>✓ LCEEQ website upgraded during the 2014 Summer/Fall months – members subscribe so that information notices can be forwarded to all registered members in keeping with Canadian spam legislation</li> <li>✓ Postings on Twitter and Facebook</li> <li>✓ Annual Reports for 2012-2013 and 2013-2014 posted on the LCEEQ website</li> <li>✓ Fall 2014, various models of electronic and paper style Newsletter being studied</li> <li>✓ Sneak “preview” Newsletter issued at close of Conference 2015</li> <li>✓ Launch of a regular Newsletter March 9, 2015 Subsequent issues: <ul style="list-style-type: none"> <li>○ March 23, 2015</li> <li>○ April 13, 2015</li> <li>○ May 1, 2015</li> <li>○ May 20, 2015</li> <li>○ June 17, 2015</li> <li>○ Summer, 2015</li> </ul> </li> <li>✓ The LCEEQ website has been remodelled <a href="http://www.lceeq.ca">www.lceeq.ca</a></li> <li>✓ The Annual Reports for 2013-2014 and 2014-2015 were distributed to partners within the English Education Community</li> <li>✓ Position papers are published on the website and shared with ABEE and QESBA</li> </ul>

Action	Means	Comment
Develop and/or support strategies which address the educational needs of the English community;	<ul style="list-style-type: none"> <li>• Ensure that the English educational community recognizes the important role of LCEEQ and supports its initiatives</li> <li>• Develop LCEEQ positions and recommendations that reflect consensus</li> </ul>	<ul style="list-style-type: none"> <li>✓ The Chair will make a presentation at the DGs meeting in the fall of 2014</li> <li>✓ Position paper forward to the Superior Council on Reform Fifteen years later</li> <li>✓ Consultation document forwarded on the History program</li> </ul>
Collaborate with Secteur des Services aux anglophones, aux autochtones, et aux communautés culturelles (SSAACC)	<ul style="list-style-type: none"> <li>• Lobby and monitor that resources are available in English simultaneously with the French sector</li> </ul>	<ul style="list-style-type: none"> <li>➤ Monitoring the availability of English resource materials to support the implementation of the revised History Program</li> </ul>
Support effective processes for student success in the youth, adult, technical/vocational, CEGEP, and university sectors	<ul style="list-style-type: none"> <li>• Sensitize professionals to the needs of students, as well as promote the most appropriate strategies to support students, during transitional periods throughout their education</li> <li>• Collaborate with post-secondary institutions in order to meet common needs</li> </ul>	<ul style="list-style-type: none"> <li>✓ A transition workshop was held on September 20, 2013 entitled: Engaging Students by Always Being Engaged.</li> <li>✓ A YCT session was held in May 2014 in which interested individuals who have participated in previous Transition Conferences will be invited to share ideas and models of how to enhance the communication between Secondary schools and CEGEPS. The session provided several ideas which are being considered by the YCT Committee</li> <li>✓ Based on information gathered at the YCT Summit held in May 2014 and given that the original mandate – to prepare for the transition of Reform students has been realized, the YCT Committee is presently investigating other issues including: the need to continue to promote dialogue between educators at both levels, the integration of technology in the classroom, the changing demographics and related registration practices <ul style="list-style-type: none"> <li>✓ The YCT has invited additional members to join the Committee</li> </ul> </li> <li>➤ YCT is preparing a series of workshops at local CEGEPS to focus on the Secondary Language Program. CEGEP teachers will be made aware of DEELA</li> <li>➤ A team of Secondary V teachers and CEGEP teachers will collaborate to prepare materials to be included on DEELA</li> </ul>

## Strategic Goal Two

To be effectively involved with the MELS and MESRST throughout the development of policies, program elaboration, resource development, implementation, and evaluation, so as to ensure quality education for all learners in the English sector, while advocating for timely delivery of the same.

Action	Means	Comment
Proactively reflect on the challenges facing the English educational community	<ul style="list-style-type: none"> <li>• Identify strengths and challenges related to policy development, program elaboration, implementation, and evaluation followed by articulation of positions and recommendations to the MELS</li> <li>• Collect relevant information, positions and recommendations from organizations represented on LCEEQ</li> <li>• Transmit LCEEQ's position on specific issues to MELS-MESRST.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Continue dialogue and exchange of documents with Advisory Board               <ul style="list-style-type: none"> <li>○ Recommendations (# 2, 3, 61) made in the ABEE Report, "<b>Fostering student success in Quebec's English Schools</b>" to be considered by LCEEQ</li> </ul> </li> <li>✓ Special Steering Committee meeting held on October 17, 2013 including members of SSAACC and representatives of the English Educational Community</li> <li>✓ Position paper forward to the Superior Council on Reform Fifteen years later</li> <li>✓ Consultation document forwarded on the History program</li> </ul>
Support the delivery of educational services including any adaptations, as required, to meet the specific needs of the English educational community	<ul style="list-style-type: none"> <li>➤ Identify areas of need and propose adaptations as required</li> <li>➤ Allocate funding to projects which would support the needs of the EEC</li> <li>➤ Provide opportunities to network</li> <li>➤ Invite MELS-MESRST representatives and experts to share information regarding current proposals for pedagogical and complimentary services</li> <li>➤ Consider the information provided by MELS-MESRST when taking positions</li> </ul>	<p>Regular schedule of meetings 2014-2015</p> <ul style="list-style-type: none"> <li>✓ September 18, 2014               <ul style="list-style-type: none"> <li>• MELS Tablet Study</li> <li>• Transforming Learning using technology in the classroom</li> <li>• Technology in Active Learning in CEGEP</li> </ul> </li> <li>✓ November 20, 2014               <ul style="list-style-type: none"> <li>• Report — The Integration of the New Information and Communication Technologies in the English Schools of Québec</li> </ul> </li> <li>✓ January 15, 2015               <ul style="list-style-type: none"> <li>• Vitality of the English Sector – Presentation by Dr. Richard Bourhis (UQAM)</li> </ul> </li> <li>➤ March 12, 2015               <ul style="list-style-type: none"> <li>• Consolidation of Conference 2015</li> <li>• Follow-up to the Bourhis presentation re the Vitality of English Education</li> </ul> </li> <li>✓ June 3, 2015               <ul style="list-style-type: none"> <li>• Outcomes of the April 2015 LCEEQ Seminar</li> <li>• Planning Themes for 2015-2016</li> </ul> </li> <li>✓ Conference 2015 February 9-10, 2015               <ul style="list-style-type: none"> <li>○ Visible Learning with John Hattie</li> </ul> </li> <li>✓ Annual Seminar – April 22-23, 2015</li> <li>➤ Conference 2016 February 8-9, 2016               <ul style="list-style-type: none"> <li>○ Embracing Diversity – Supporting Equity</li> <li>○ Keynotes: Russell Quaglia and Rick Lavoie</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Report by DSCA at meetings</li> <li>• Exchange between LCEEQ members and MELS-MESRST on topics brought forward</li> <li>• Maintain connectedness with all ministerial departments/services</li> <li>• Ensure representation of the English educational community in provincial initiatives that impact on the delivery of services to the English sector</li> <li>• Compile a list of current initiatives and committees with their English educational community representatives</li> </ul>	<ul style="list-style-type: none"> <li>✓ Standing item on all Agendas</li> </ul>
<p>Communicate to the MELS-MESRST unified and strategic positions on issues affecting the English educational community</p>	<ul style="list-style-type: none"> <li>• Inform the MELS' Assistant Deputy Minister on the views of the English educational community</li> <li>• Take every opportunity to remind MELS/MESRST officials of the role of LCEEQ</li> <li>• Cultivate communication between LCEEQ &amp; the MELS/MESRST</li> </ul>	<ul style="list-style-type: none"> <li>✓ Chantal Beaulieu participated in the two-day Steering Committee meeting in May 2014 in preparation for 2014-2015</li> <li>✓ Chantal Beaulieu participated in the two-day Steering Committee meeting in May 2015 in preparation for 2015-2016</li> </ul>

### Strategic Goal Three

To determine professional development needs and delivery models to meet the needs of the English educational community.

Action	Means	Comment
<p>Review and implement the Professional Development Plan in collaboration with our educational partners (MELS, MESRST, School Boards and Associations...) through the Professional Development Subcommittee</p>	<ul style="list-style-type: none"> <li>• Ensure that Professional Development is aligned with the orientations as identified by the LCEEQ Committee</li> <li>• Align resources, human and financial, to address identified needs</li> <li>• Promote the development of the twelve teacher competencies</li> <li>• Promote the development of the ten administrator competencies</li> <li>• Provide easily accessible information related to best practices, potential animators, action research and any other resources to support PD activities</li> <li>• Support the development of effective mentorships/accompaniment practices to support and retain teachers and administrators</li> <li>• Foster a supportive environment for cooperating and student teachers</li> <li>• Review the LCEEQ PD Plan annually</li> </ul>	<p>PD Subcommittee Chaired by Elizabeth Therrien-Scanlan</p> <p>Scheduled meetings for 2014-2015:</p> <ul style="list-style-type: none"> <li>✓ Wednesday September 10, 2014</li> <li>✓ Wednesday November 12, 2014</li> <li>✓ Wednesday, January 28, 2015</li> <li>✓ Wednesday February 25, 2015</li> <li>✓ Thursday, April 30, 2015</li> <li>✓ Wednesday June 10, 2015</li> </ul> <p>✓ E. Therrien Scanlan gave an overview of the Committee work at the Annual Seminar in April 2014 and updated the information at the September 18, 2014 General meeting</p> <p>✓ E. Therrien Scanlan gave an overview of the Committee work at the Annual Seminar in April 2015</p>
<p>Collaborate with SSAACC on delivery of <i>formations ministérielles</i></p>	<p>Ensure professional development to implement and sustain the Québec Educational Program (QEP) and all future MELS' or governmental directives, policies, and initiatives</p>	<ul style="list-style-type: none"> <li>✓ Delivery of the training sessions in History: <ul style="list-style-type: none"> <li>▪ <i>Applying Intellectual Operations to Improve Student's Success in History</i> (November-December 2013)</li> </ul> </li> </ul>
<p>Maintain centralized professional development funding procedures</p>	<ul style="list-style-type: none"> <li>• Target funds for priority activities in accordance with the PD Plan</li> </ul>	<p><b>Leadership for School Improvement 2015</b></p> <p><b>New cohort:</b></p> <ul style="list-style-type: none"> <li>✓ April 16-18, 2015</li> <li>✓ August 10-12, 2015</li> </ul> <p>Graduate Group (those who have completed a previous session are eligible to return:</p> <ul style="list-style-type: none"> <li>✓ April 17-18, 2015</li> <li>✓ August 10-11, 2015</li> </ul>

<p>Measure outcomes of professional development undertaken by LCEEQ</p>	<ul style="list-style-type: none"> <li>• Measure the effectiveness of PD sessions on a short term and long term basis</li> <li>• Ensure participants have the opportunity to provide feedback on professional development training sessions (digital evaluation forms)</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Writing Workshop with Linda Rief</b> August 10-14, 2015</li> <li>✓ <b>Intensive Training for Elementary Mathematics Teachers</b> August 10-13, 2015</li> <li>✓ Participants complete an evaluation on all sessions and are polled electronically after the fact to gather impact on change in practice.</li> </ul>
---	---	--

### Strategic Goal Four

To foster active participation of all members and conduct a regular review of its purpose and processes.

Action	Means	Comment
Enhance and deepen dialogue amongst LCEEQ partners	<ul style="list-style-type: none"> <li>Create opportunities for members to network</li> </ul>	
Ensure that the agenda reflects the inclusion of substantial relevant items identified by members	<ul style="list-style-type: none"> <li>Have a standing item on the agenda of each meeting to solicit issues from members of the Committee to facilitate planning of subsequent meetings. This item should be situated so as to provide adequate time for reflection and discussion</li> </ul>	<ul style="list-style-type: none"> <li>✓ Standing item on all Agendas</li> </ul>
Reflect on the previous year, modify the Strategic Plan as necessary, and continue to evaluate short and long term goals to address the needs of the English educational community	<ul style="list-style-type: none"> <li>Examine the strategic plan and evaluate outcomes</li> <li>Review the established Rules of Procedure to ensure their effectiveness on an annual basis</li> </ul>	<ul style="list-style-type: none"> <li>✓ The Strategic Plan (2013-2016) was reviewed at the April 2014 Seminar. Focus to be placed on Goals 1+2.</li> <li>✓ At the June 5, 2014 General Meeting the Committee of the Whole proposed topics for consideration for 2014-2015.</li> <li>✓ The Steering Committee has determined that the theme of technology in the classroom will be a focus for 2014-15 as recommended by the Committee of the Whole.</li> <li>✓ The Strategic Plan (2013-2016) was reviewed at the April 2015 Seminar.</li> </ul>
Engage all members as active participants contributing to the vision and goals of the committee	<ul style="list-style-type: none"> <li>Elicit active participation of the members</li> <li>Accommodate the diverse needs of the constituent groups</li> </ul>	<ul style="list-style-type: none"> <li>✓ Incorporation of LCEEQ as a not for profit organization completed</li> </ul>