

MINUTES OF THE MEETING HELD ON
 THURSDAY, SEPTEMBER 16, 2010 AND FRIDAY, SEPTEMBER 17, 2010
 FROM 8:30 am TO 3:00 pm
 AT THE ST.PIUS X ADULT CENTRE – ROOM 1254
 PRELIMINARY VERSION

ATTENDANCE	
Beauchamp Catherine	Bishops University
Berubé Partrick	LEARN
Bruzzese Sam	AAESQ
Buttars Rob	PROCEDE
Chechile Michael	Lester B. Pearson S.B.
Clarke Mike	Eastern Shores S.B.
Claude Marie-Eve	FPPE
Corriveau Ron	Thursday ADGESBQ
Devine Aynsley	QPAT
Foltin Deborah	Littoral S.B.
Fossey Jean-Paul	QPAT
Furfaro Sandra	Co-Chair - English Montreal SB
Gendron-Brodeur Lyse	Riverside S.B.
Goldberg Jill	SSCAAA
Gomes-Fernandes Canjita	FPPE
Joly Sebastien	QPAT
La France Leo	Thursday SSCAAA
Lafrance Michel	ISAT
Levy Charlie	ISAT
Lothian Marian	Co-Chair – Western Quebec SB
Mackey Kandy	Eastern Shores S..B.

McLean Randy	AAESQ
Pompa Paul	QPAT
Robertson Kenneth J.	CEGEP – Champlain Regional College
Robillard Gerry	Sir Wilfrid Laurier S. B.
Roy Elaine	SSCAAA
Ryan John	Coordinator
Stewart Marielle	Central Quebec S..B.
Zey Karen	ACES
REGRETS	
Berubé Patrick	LEARN
Clarke Mike	ESSB
Finn Cindy	ACES
Stewart Marielle	Central Quebec S.B.

Agenda	Summary of Proceedings	Actions to be Taken	Deadline	Person(s) Responsible
1. WORDS OF WELCOME	<ul style="list-style-type: none"> Marian Lothian reminded the table that the co-chairs will alternate the responsibility of chairing meetings. She would be assuming the chair for this two-day meeting. A round table of introductions followed in order to welcome the new members. Members were asked to verify their contact information on the LCEEQ 2010-2011 membership list. At the two-day strategic planning session held last April 13 and 14, 2010 a number of key issues were identified, Members will note that these issues formed today's 			

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	agenda. <ul style="list-style-type: none"> John Ryan tabled the most recent copy of the strategic plan timeline – a running record will be kept and emailed out regularly. 			
2. APPROVAL OF THE AGENDA AND MINUTES	<ul style="list-style-type: none"> Motion to approve the agenda was accepted following a few changes in the order of the items. Motion to approve the minutes was accepted 			
DAY 1 3. PRESENTATION ON KEY ISSUES	<ul style="list-style-type: none"> Small group discussions animated by a member of the Steering Committee took place on the following topics. <ul style="list-style-type: none"> (A) Evaluation – Report Card (B) Special Needs (C) Adult and Vocational Education (D) Teacher Programs – Certification See Appendix 1 for details on the reporting from each group. The following meeting dates have been identified in which a more detailed discussion will be had on each of the topics. <ul style="list-style-type: none"> November 4, 2010 - Evaluation – Report Card (A) December 8, 2010 - Adult and Vocational Education (C) February 3, 2011 - Special Needs (B) June 8, 2011 - Teacher Programs – Certification (D) 			

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<p>4. LCEEQ CONFERENCE 2011</p>	<ul style="list-style-type: none"> • The Conference will be held on February 14-15, 2011 at the Sheraton Laval. The theme of the conference is <i>Student Engagement with a particular focus on the role of technology in the classroom.</i> • John Ryan tabled a document with information on the 2010 participation and the proposed allotment for the upcoming conference. A consensus from the Table was requested. • The proposal to effect a change to the traditional model was tabled. The suggestion was to have a plenary speaker during the lunch on the second day rather than to ask people to return after lunch. A consensus from the Table was requested. • Members were reminded that the deadline to submit workshop proposals is October 5th, 2010. Members were asked to encourage the people they represent to make proposals as the variety and quality of the Conference depends on us. <p>CONSENSUS REACHED: Allotment for 2011 CONSENSUS REACHED: Plenary speaker during lunch</p>			
<p>DAY 2 5. WELCOME AND COME TO ORDER</p>	<p>Reminder that the order of the agenda was changed in order to accommodate participation of all members.</p>			
<p>6. IMPLEMENTATION OF P.A. AND MESA</p>	<p><u>PARTNERSHIP AGREEMENTS AND MANAGEMENT AND EDUCATIONAL SUCCESS AGREEMENTS (MESA)</u></p> <ul style="list-style-type: none"> 1) <u>Western Quebec School Board presentation – by Ruth Ahern, Education Director</u> • Ruth offered a reflective piece on the experience of WQSB via a powerpoint entitled Living the Partnership Agreement. In brief, WQSB built their Partnership Agreements and MESAs using the ‘S’ Framework: Strategic; Structure; Support; Sustainable; 			

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	<p>Success. Ruth agreed to forward a copy of the PPT to LCEEQ.</p> <p>2) <u>SSCAA presentation – by Sam Boskey, DPP</u></p> <ul style="list-style-type: none"> • Sam offered some general comments and impressions of the experience had with the nine school boards. He spoke on the following topics: <ul style="list-style-type: none"> ✓ Results-Based-Management (RBM) – will help school boards with their mission and vision a will ultimately give them the mechanism to make adjustments very quickly and allow them to move ahead. ✓ The Law states the Ministry is responsible to monitor the partnership agreements. SSCAAA is the department responsible for monitoring and evaluating the English sector. More information will follow. ✓ Timelines for MESAs. School boards have different timelines for the MESAs. This makes it challenging and a lot of work is still required in this area. ✓ Reporting – reporting will be expected relatively soon • Sam asked LCEEQ for feedback and advice in as far as content and modalities on the role of the Partnership Agreement Support Group. <ul style="list-style-type: none"> ✓ A roundtable discussion followed where some needs were identified. In order to ensure everyone’s comments would be received by Sam, the Chair Marian Lothian invited the members to email their feedback to John Ryan. 			
<p>7. RESPONSE TO BSR</p>	<ul style="list-style-type: none"> • Marian Lothian reminded everyone that the consultation to the proposed changes to the BSR was done over the summer months – June 11 to July 25. Although LCEEQ was able to meet this deadline some concern was raised on the probable lack of attention to this response. The question tabled by the Chair was whether LCEEQ should highlight the fact that it did file a position by issuing a press release or write an OP-ED piece. • General feedback resulted in not moving ahead with proposal. Some concerns included: 			

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	<ul style="list-style-type: none"> ✓ Interpretation by the media of our statements could be risky ✓ Better to keep influencing within the Ministry ✓ Risk of LCEEQ becoming a political vehicle 			
<p>8. REVISED MEETING SCHEDULE</p>	<ul style="list-style-type: none"> • The dates for the Annual LCEEQ Seminar in April were amended as follows: April 28 and 29, 2011 (changed from April 27 and 28, 2011) 			
<p>9. AGENDA FOR NOVEMBER 4</p>	<ul style="list-style-type: none"> • As agreed to under Item 3 – Evaluation and report card will be the topic on the agenda for the next meeting. Work on this topic will be scheduled in the morning session and the afternoon will cover regular business. 			
<p>10. BUSINESS</p>	<p><u>10.01 REPORT BY LEO LA FRANCE</u></p> <p>- Some agenda items were re-arranged and Leo La France's report was given on Day 1,</p> <p><u>Partnership Agreements:</u> Sam Boskey will be making a presentation at this meeting and will be asking LCEEQ to feedback on how the support group can best meet school board needs. Leo is aware that data and data collection is one of the areas that has already been identified.</p> <p><u>Quebec-Canada Entente:</u> The Entente is now signed and a copy of the information brochure was tabled. The budget for LCEEQ is confirmed within this agreement for the next three years.</p> <p><u>Linguistic Policy:</u> Leo reminded the Table that every ministry was asked to review its linguistic policy. This will most likely have an effect on the translation of documents as the OLF establishes rules on what can or cannot be translated. LCEEQ will probably have to take</p>			

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	<p>some stand on this topic, at some point in the future.</p> <p>Textbooks : The deadline to purchase textbooks in all the disciplines is June 30, 2011. The Textbook Committee will continue to meet but will be looking at the next generation of textbooks.</p> <p>BILL 103 : The Parliamentary Commission is in session presently on Bill 103 – the Bill looks at the right to use private unsubsidized school attendance as the criterion for future access to English public school.</p> <p>BILL 100: This Law adopted last Spring, prescribes the extent and modalities by which school boards are to cut back on administrative expenses. School boards are working on it right now and are keeping in mind that these cuts are not supposed to cut into the mission of the school board.</p> <p>ELA and LES: LCEEQ was asked for a decision on this existing site that is presently funded by the MELS Evaluation Department and housed at LEARN. This site gives access to LES for English Language Arts. The issue is; Given that the Evaluation Dept now supports ESs, they no longer want to continue to support the LESs. An alternative would be having LCEEQ incur the cost of maintaining the site. This would entail a \$40,000 investment for the year. Leo La France requested feedback from LCEEQ as soon as possible.</p> <p>LCEEQ continued this discussion the last item on Friday September 17th in order to reach a decision</p> <ul style="list-style-type: none"> ✓ The site in question is the DEELA – Direction d'évaluation English Language Arts. ✓ There was consensus to fund the continuation of the LES section of the site for one year. The decision for future years will be made after further investigation. <p>Questions included:</p>			

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	<ul style="list-style-type: none"> ○ Usage of site / level of use ○ Need clarification on the cost of \$40,000.00 – what does this cover ○ Are teachers aware of this site ○ Will bank of LES increase ○ What other funding resources are available <p><u>Evaluation:</u> The Table was reminded that Lisa Storozuk is the person responsible at the Direction des politiques et des projets (DPP) for all questions to evaluation. Members are invited to contact her if they have questions.</p> <p><u>SSCAA Website:</u> A webmaster has been hired and he is now reviewing the linguistic policy. The English website is expected to be ready by this Winter. Although some documents will only be available in French, the site is expected to be the Anglophone mirror version of the French one.</p> <p><u>10.02 SSCAAA-DPP REPORT</u></p> <ul style="list-style-type: none"> ● Elaine Roy, the SSCAAA link at LCEEQ will give a regular report at every meeting. ● Elaine reported on the following items: <ul style="list-style-type: none"> ✓ Structure at SSCAAA SSCAA-Secteur des services à la communauté anglophone et aux affaires autochtones. DPLA-Direction de la production en langue anglaise DPP-Direction des politiques et des projets DAA-Direction des affaires autochtones ✓ Resource Map – available on line at http://resourcemap.learnquebec.ca/ ✓ Professional Development – SSCAAA has the mandate to offer in English what Formation Disciplinaire is offered in the French sector. SSCAAA will translated 			

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	<p>it and adapt it when necessary. Discussions are ongoing for determining the best resource for area – the LCEEQ subcommittee PDSC is one option.</p> <ul style="list-style-type: none"> ✓ Mentorship Program – the team working on the Personal Orientation Program (POP) has developed a DVD on a teacher mentoring project and to assist educators in closing their POP classrooms. Anyone who would like to receive more information can contact Elaine Roy. ✓ Literacy Camp – Based on the evaluations received the literacy camp held in August 2010 was very successful. Lisa Storozuk was the SSCAAA responsible for this and had participation from all nine school boards along with two private schools. ✓ Sex Education – Natalie Morin of SSCAAA is responsible for this dossier. The French sector has been offering training for over five years, but none has been offered in English yet. As a starting point LEARN and SSCAAA will collaborate on a video for school board professionals – feedback will govern decisions for more tools. Jill Goldberg agreed to keep LCEEQ updated. Inviting Natalie Morin for a presentation was suggested following the request from the ACES reps that a preliminary briefing would be appreciated. ✓ PÉLIQ-AN - The PÉLIQ-AN program provides grants and resources for teachers to establish language-exchange projects between the English and French sectors that enable classes of Québec students to practise their second language with each other. Applications must be sent in before October 4, 2010 but Elaine mentioned did date is flexible. ✓ Feedback – Elaine asked for the Table’s feedback in terms of suggested topics or questions for the next report. SSCAAA colleagues can come and give presentation when requested. <p>10.03 <u>SUMMER PROJECTS</u></p>			

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	<p>1) <u>Quebec Institute for Lead Learners (QuILL) – July 2010</u></p> <ul style="list-style-type: none"> • John Ryan tabled a final 22-page report on the intensive professional development project offered to school administrators and those aspiring to the position. Elaine Roy, SSCAAA who attended both years (2009 and 2010) gave a brief report and feels that it is very worthwhile conference. • Increased communication and promotion would be needed to make more participants aware of this project. <p>2) <u>Writing Workshop with Linda Rief – August 2010</u></p> <ul style="list-style-type: none"> • John Ryan tabled a final 9- page report on the five-day writer’s workshop. This is a classroom strategy to promote authentic writing and registrants participated as writers in all stages from initial draft through the polished piece for publication. <p>10.04 <u>PROFESSIONAL DEVELOPMENT COMMITTEE (PDSC)</u></p> <ul style="list-style-type: none"> • John Ryan reported on the PDSC. The original mandate of the PDSC has been met. The mandate was 3-fold: 1) re-examine the needs assessment,2) make recommendation on the recurring IDC/PDC projects and 3) design a long-term (three-year) plan. • A new group is in the process of being established and the primary mandate of this sub-committee will be to operationalize the three-year plan. <p>10.05 <u>YOUTH-CEGEP TRANSITION (YCT)</u></p> <ul style="list-style-type: none"> • John Ryan reported on what the YCT accomplished last year. A full-day session in January 2010 brought together over 100 participants from high schools and cegeps and offered a professional conversation that helped everyone come to a clearer understanding of the existing gaps. The second day scheduled for the Spring was 			

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	<p>supposed to have cegep educators visit the classroom of secondary schools in their area and see the QEP in action. This day did not work out as planned due to low participation from the cegeps.</p> <ul style="list-style-type: none"> The focus for this year is to keep the links made in January ongoing and continue the conversation. October 28 has been scheduled and Doctor Carr has been booked as the speaker. Secondly, a day in January will give the same opportunity to teachers and technician in the Arts and Physical Education to meet with the cegeps. <p>10.06 FUNDING APPLICATION UPDATE</p> <ul style="list-style-type: none"> John Ryan reminded the Table that September 30, 2010 is the deadline for application for the three funding programs 2010-2011. <ul style="list-style-type: none"> ✓ Professional Development and Innovation Grants ✓ Teacher/Administrator Scholarship Program ✓ Research and Development Program 			
<p>11. ADJOURNMENT</p>	<p>Meeting adjourned at 2:35 PM on Friday, September 17, 2010. The next meeting is scheduled on November 4, 2010 at the St. Pius X Culinary Institute.</p>			

Respectfully submitted by Angela Rosa

APPENDIX 1

TOPIC A: EVALUATION AND REPORT CARD

Question 1: WHAT ARE THE KEY ASPECTS THAT NEED TO BE ADDRESSED?

GROUP ONE – ANIMATOR SANDRA FURFARO	GROUP TWO – ANIMATOR AYNSLEY DEVINE	GROUP THREE- ANIMATOR MARIAN LOTHIAN
<ul style="list-style-type: none"> • Key impact on program of study must be communicated clearly • Changes to evaluation criteria • Ponderation (20-20-60) • Difference between evaluation and assessment • Impact on teacher training – what flexibility will be given to teachers – what flexibility will be given to school boards • Cross Curricular competencies are now listed as comments – a concern as they were part of the actual dropout prevention program imbedded in the reform • Implication to students with special needs • Distinguishing the differences between the French and English sectors 	<ul style="list-style-type: none"> • Need for effective communication from the MELS • Implications of the impact it will have on teachers and students • Must have consistent understanding of the expectations – avoid different interpretations of the changes required • Distinctive difference between reporting and evaluation assessment • Degree of flexibility given to school in terms of the reporting guidelines. 	<ul style="list-style-type: none"> • Group reported they had a lot of questions • How will evaluation be handled for the students with special needs • How will evaluation of knowledge fit in the overall process • How will the new exams be constructed • How will it affect adult education • What is the fit between the progression of learning document and the curriculum mapping • How will teacher and administration training be handled – costs related to this – available time related to this • Would like clarification on the rational used for weighting of terms and exams • Which exams will be chosen grade 4,6,8, we are aware of but for grades 10, and 11 we are not clear.

Question 2: WHAT IS THE FOCUS/IMPLICATIONS OF THIS TOPIC FROM THE PERSPECTIVE OF THE GROUP YOU REPRESENT?

GROUP ONE – ANIMATOR SANDRA FURFARO	GROUP TWO – ANIMATOR AYNSLEY DEVINE	GROUP THREE- ANIMATOR MARIAN LOTHIAN
<ul style="list-style-type: none"> • Aspects of logistics – in general • How to combine the professional's role for competencies in evaluation and his role in the progression of learning • The role of the teacher and the aspect of professional 	<ul style="list-style-type: none"> • Combined with answers in question one 	<ul style="list-style-type: none"> • Combined with question one

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judgment <ul style="list-style-type: none"> • The impact on the role of the student • How to get ready for all of this in one year – can it be physically done? • How to best accompany the student in transition 		
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Question 3: WHO SHOULD/COULD BE INVITED TO ADDRESS THIS TOPIC?

GROUP ONE – ANIMATOR SANDRA FURFARO	GROUP TWO – ANIMATOR AYNSLEY DEVINE	GROUP THREE- ANIMATOR MARIAN LOTHIAN
<ul style="list-style-type: none"> • Linda Droun • Christian Rousseau • Guy Dumais • Alain Veilleux • Jean-Guy Hamel 	<ul style="list-style-type: none"> • Linda Drouin 	<ul style="list-style-type: none"> • Alain Veilleux • Guy Dumais • Anne Doucet

Question 4: WHAT IS THE ANTICIPATED LCEEQ FOLLOW-UP?

GROUP ONE – ANIMATOR SANDRA FURFARO	GROUP TWO – ANIMATOR AYNSLEY DEVINE	GROUP THREE- ANIMATOR MARIAN LOTHIAN
<ul style="list-style-type: none"> • Asking the MELS to address the conflict between the apparent MELS orientation versus the pedagogical principals of the QEP 	<ul style="list-style-type: none"> • Take the lead on consulting and training for a consistent understanding and consistent implementation 	<ul style="list-style-type: none"> • Nil

<ul style="list-style-type: none"> • How will/can this impact the LCEEQ conference in February? Should it? • LCEEQ should be vocal – possible position paper? • LCEEQ should identify those elements that it can actually have an influence on – the key aspects that affect the system 		
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TOPIC B: SPECIAL NEEDS

Question 1: WHAT ARE THE KEY ASPECTS THAT NEED TO BE ADDRESSED?

GROUP ONE – ANIMATOR SANDRA FURFARO	GROUP TWO – ANIMATOR AYNSLEY DEVINE	GROUP THREE- ANIMATOR MARIAN LOTHIAN
<ul style="list-style-type: none"> • Address the different model used in the English sector – level of inclusion • High level of confusion between the definition of adapted program and a modified program and the misconception of the impact it has on student and on their qualification 	<ul style="list-style-type: none"> • Sam Bruzzese will email John Ryan the electronic notes. Sam reported that this group had many of the same ideas as the other two and will highlight the extra comments. • School boards are working in silos 	<ul style="list-style-type: none"> • Evaluation / IEPs / Integration • Pathways and certification • Teacher support, teacher training, ratios and other types of support • Training across the system (buses, lunch

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<p>and cerification</p> <ul style="list-style-type: none"> • Are we applying the system in the best way to service the student • Criteria and justification to develop an IEP – answer to such questions as Why an IEP and for Whom. • Clarification needed from DAS – need straight answers • Training for classroom teachers – resource teachers and administrators (Use of ALDI-SAST-UNIVERSITY) • Question of derogations – do have the sole mandate? Derogate individually or in bulk? – Are at-risk students included? • Support to teachers – working conditions and P.D. • W.O.T.P. – How will this program be formed/developed will be very important. 	<ul style="list-style-type: none"> • We have to increase success rates. We question if we are victims of our own success because inclusion works well • Differences between urban and rural communities • Level of service available – do we have qualified personnel • Do the Universities have the qualified people to offer the training • Needs of our Native groups • Community involvement seen as both a challenge and an opportunity 	<p>etc)</p> <ul style="list-style-type: none"> • IEP volume
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Question 2: WHAT IS THE FOCUS/IMPLICATIONS OF THIS TOPIC FROM THE PERSPECTIVE OF THE GROUP YOU REPRESENT?

GROUP ONE – ANIMATOR SANDRA FURFARO	GROUP TWO – ANIMATOR AYNSLEY DEVINE	GROUP THREE- ANIMATOR MARIAN LOTHIAN
<ul style="list-style-type: none"> • Qualification and certification and student success • Questions about derogation (What,where,why,who,when) • Implication/impact to regular students because of inclusion (from teachers perspective) • Lack of resources for students with special needs • Budgetary concerns (for adapted materials as one 	<ul style="list-style-type: none"> • See electronic notes 	<ul style="list-style-type: none"> • IEP issues of volume within some classes • Faults with some of the IEP forms, process, and lack of clarity • Need to develop better practices and increase training • Who gets an IEP

example) <ul style="list-style-type: none"> • Validation process for coded students needs to be clarified • Lack of services for Anglophone students and families – very scarce especially in the regions 		
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Question 3: WHO SHOULD/COULD BE INVITED TO ADDRESS THIS TOPIC?

GROUP ONE – ANIMATOR SANDRA FURFARO	GROUP TWO – ANIMATOR AYNSLEY DEVINE	GROUP THREE- ANIMATOR MARIAN LOTHIAN
<ul style="list-style-type: none"> • D.A.S. employees (Anne Robitaille – Denise Gosselin) • S.A.S.T. • CENTRES OF EXCELLENCE • ALDI 	<ul style="list-style-type: none"> • See electronic notes 	<ul style="list-style-type: none"> • S.A.S.T.

Question 4: WHAT IS THE ANTICIPATED LCEEQ FOLLOW-UP?

GROUP ONE – ANIMATOR SANDRA FURFARO	GROUP TWO – ANIMATOR AYNSLEY DEVINE	GROUP THREE- ANIMATOR MARIAN LOTHIAN
<ul style="list-style-type: none"> • Possible presentation at the upcoming Rencontre des partenaires • Influence the increase of services for Anglophones • Support the continuation of the model of ALDI and SAST • Promote a sharing piece from ALDI and SAST 	<ul style="list-style-type: none"> • See electronic notes 	<ul style="list-style-type: none"> • Integration – look at the big question and look at the challenges

TOPIC C: ADULT AND VOCATIONAL EDUCATION

Question 1: WHAT ARE THE KEY ASPECTS THAT NEED TO BE ADDRESSED?

GROUP ONE – ANIMATOR SANDRA FURFARO	GROUP TWO – ANIMATOR AYNSLEY DEVINE	GROUP THREE- ANIMATOR MARIAN LOTHIAN
<ul style="list-style-type: none"> Teacher training – presently exists an entente between PROCEDE and University of Sherbrooke – but need to increase training in the Montreal area Issue that teacher in adult education are from the youth program of study The Masters program is a way to get certification Brevet in andragogy needs to be revisited_or at least offer credits in andragogy within the general brevet Large percentage of teachers are not legally qualified 	<ul style="list-style-type: none"> A key aspect is one of access for Anglophones students – need a basic offer of service Transition 	<ul style="list-style-type: none"> Transition Special needs and complementary services Teacher training Promote and increase sense of value for voc-ed.and adult-ed. Challenges faced in implementation of new programs Modular approach needs to be further explored for secondary school sector = increase collaboration

Question 2: WHAT IS THE FOCUS/IMPLICATIONS OF THIS TOPIC FROM THE PERSPECTIVE OF THE GROUP YOU REPRESENT?

GROUP ONE – ANIMATOR SANDRA FURFARO	GROUP TWO – ANIMATOR AYNSLEY DEVINE	GROUP THREE- ANIMATOR MARIAN LOTHIAN
<ul style="list-style-type: none"> Increase the number of partnerships with Universities Ensure stability and sustainability for teachers in the field Working conditions and benefits for teachers 	<ul style="list-style-type: none"> Teachers learn from experiences of others – can follow this up via the LCEEQ conference POP/EXPLO/WOTP have many positives, but still have many challenges CEGEPS and adult education, increase partnerships to increase adult ed. In cegeps 	<ul style="list-style-type: none">

Question 3: WHO SHOULD/COULD BE INVITED TO ADDRESS THIS TOPIC?

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<ul style="list-style-type: none"> University of Sherbrooke PROCEDE CAPFE (Le Comité d'agrément des programmes de formation à l'enseignement) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> PROCEDE

Question 4: WHAT IS THE ANTICIPATED LCEEQ FOLLOW-UP?

GROUP ONE – ANIMATOR SANDRA FURFARO	GROUP TWO – ANIMATOR AYSLEY DEVINE	GROUP THREE- ANIMATOR MARIAN LOTHIAN
<ul style="list-style-type: none"> Seek / promote creation of teacher certification for vocational-education and in adragogy 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

TOPIC D: TEACHER PROGRAM - CERTIFICATION

Question 1: WHAT ARE THE KEY ASPECTS THAT NEED TO BE ADDRESSED?

GROUP ONE – ANIMATOR SANDRA FURFARO	GROUP TWO – ANIMATOR AYSLEY DEVINE	GROUP THREE- ANIMATOR MARIAN LOTHIAN
<ul style="list-style-type: none"> Training on special needs should be compulsory Look at areas that need improvement Needs in mastering mother tongue and literacy Mastering their own specialization Evaluation and reporting (measure and evaluation) 	<ul style="list-style-type: none"> Partnership – identify the true meaning Supporting each other in reaching a standard of excellence University needs to increase standards of people being accepted 	<ul style="list-style-type: none"> Programs for adult education Increase emphasize on teacher inductions and mentoring Need for condensed program for people who already have a degree

MINUTES OF THE MEETING HELD ON
 THURSDAY, SEPTEMBER 16, 2010 AND FRIDAY, SEPTEMBER 17, 2010
 FROM 8:30 am TO 3:00 pm
 AT THE ST.PIUS X ADULT CENTRE – ROOM 1254
 PRELIMINARY VERSION

<ul style="list-style-type: none"> • Use of data • Strengthen the gaps that exist elementary (for Math teachers) • Differentiated learning • Using technology as a teaching tool • Ensuring that they Universities are kept in the loop • How rigorous is the system of certification and the impact this has on quality education (discussion on the fact that teachers are not failed for various reasons) 	<ul style="list-style-type: none"> • Greater appreciation of life span of teacher • Provide wide program of mentoring and support – presently not consistent across the English school boards • Discussion on moving away from streams – topic open for further discussion • Bring back probation in the field • Do not have a vocational program at McGill – but University gives a nod to adult education • Question – should we be paying teachers during their fourth (4th) year. 	<ul style="list-style-type: none"> • Closer link between partners for evaluation • Partnering with the French University • Continuing Education alternative • Resource-Teacher training • We should give this committee a pat on the back for fostering partnerships (University-Cegep) here.
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Question 2: WHAT IS THE FOCUS/IMPLICATIONS OF THIS TOPIC FROM THE PERSPECTIVE OF THE GROUP YOU REPRESENT?

GROUP ONE – ANIMATOR SANDRA FURFARO	GROUP TWO – ANIMATOR AYSLEY DEVINE	GROUP THREE- ANIMATOR MARIAN LOTHIAN
<ul style="list-style-type: none"> • Not well versed in their discipline (elementary) • Example for history there is a lack of methodology of subject specific areas 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Question 3: WHO SHOULD/COULD BE INVITED TO ADDRESS THIS TOPIC?

GROUP ONE – ANIMATOR SANDRA FURFARO	GROUP TWO – ANIMATOR AYSLEY DEVINE	GROUP THREE- ANIMATOR MARIAN LOTHIAN
<ul style="list-style-type: none"> • People responsible for heading up the student teacher 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

<p>program and responsible for placements</p> <ul style="list-style-type: none"> • MELS responsible for handing out the brevet • Director at MELS for formation et titularisation du personnel scolaire or any expert in that department • Someone from the MELS department of Enseignement supérieur. 		
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Question 4: WHAT IS THE ANTICIPATED LCEEQ FOLLOW-UP?

GROUP ONE – ANIMATOR SANDRA FURFARO	GROUP TWO – ANIMATOR AYSLEY DEVINE	GROUP THREE- ANIMATOR MARIAN LOTHIAN
<ul style="list-style-type: none"> • LCEEQ should act as a conduit for information to the Universities 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

FURTHER DISCUSSION/QUESTIONS

- Is it our intention to give priority to the changes in the BSR and in this way influence the QEP or should we not instead focus on the QEP
- Preuve unique is not faithful to the program
- These changes are not just a change in reporting – it affects too many aspects of the QEP

COPRSAQ

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

**The Leadership Committee for
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LCEEQ

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