



Annual Report
2016-2017

September 2017

Mandate

The **LCEEQ** is an action-oriented organization that is committed to the strategic growth and sustainable success of the English Educational Community in the province of Québec through:

- ongoing communication;
- identification of opportunities and challenges;
- mobilization of people and resources.

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:

A.A.E.S.Q. (Association of Administrators of English Schools of Quebec)	Sam Bruzzese Ralph Mason
A.C.E.S. (Administrators for Complementary Educational Services)	Cindy Finn* - LCEEQ President Beth Burn
CEGEP's (English Colleges Steering Committee)	John Halpin
ADGESBQ (Directors General of School Boards)	Sylvain Racette
School Board Educational Services Representatives	Stewart Aitken - WQSB Sandra Furfaro* - EMSB Geoffrey Hipps* – SWLSB Kandy Mackey - ETSB Lisa Mosher – ESSB Jessica Saada - RSB Brenda Smylie – NFSB Mark Sutherland – CQSB Marie Wahba – LBPSB
I.S.A.T. (Independent School Associations' Table)	Holly Hampson Corrine Levy-Sommer

P.R.O.C.E.D.E. (Provincial Organization of Continuing Education Directors, English)	Mario Argiropoulos Bonnie Mitchell
Professionals' Associations (Non-teaching Educational Professionals / Consultants)	Tino Bordonaro* Arlene Scott
Q.P.A.T. (Quebec Provincial Association of Teachers)	Andrew Adams J.P. Fossey Pasquale Machado Terri Pine (until April 2017)
Special-status Board Educational Services Representatives (Cree, Kativik, Littoral)	Deborah Foltin* (Littoral) - LCEEQ Vice-Chair
English-sector Universities (Faculties of Education)	Dr. Lee Schaefer (McGill) Dr. Corrine Haigh (Bishop's) as of January 2017 Dominic Martini (Concordia) until October 2016 Roma Medwid (Concordia) as of March 2017
M.E.L.S. / SSAACC (Ministère de l'Éducation, du Loisir et du Sport) (Secteur des services à la communauté anglophone, aux affaires autochtones)	Marsha Gouett* Lise Langlois*
Assistant Deputy Minister of the MELS for the English sector	Anne-Marie Lepage* until April 2017 Christian Rousseau* as of April 2017
LEARN (Leading English Education and Resource Network)	Christine Truesdale
Coordinator	John Ryan*
Secretary	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 Services aux anglophones, aux autochtones, et à la diversité culturelle, 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 2016-2017	Regular 2016-2017
Wednesday, August 24, 2016 –plan Sept. – guests for future meetings	
	Thursday, September 15, 2016
Friday, September 16, 2016 Plan October 20 th	
	Thursday, October 20, 2016
Friday, October 21, 2016 Plan January 19 th	
	Thursday, January 19, 2017
Friday, January 20, 2017 Plan for March 9 th	
	February 13-14, 2017 Annual Conference
Tuesday, February 14, 2017– Sheraton Laval following Conference - Plan April Seminar – dinner meeting as necessary	
	Wednesday, March 15, 2017
Thursday, March 16, 2017	
	April 20-21, 2017 Annual Seminar
May 3-4, 2017 – Special Planning	
	Monday, June 5, 2017

LCEEQ Strategic Plan

This year marked the beginning of a new Strategic Plan Cycle 2016-2020. A copy of the complete plan can be located in the “Documents” section of the LCEEQ Website at <https://lceeq.ca>.

In Annex I of this Annual Report you will find a review of the accomplishments achieved during the first year of the new cycle (2016-2017).

Establishing Priorities

While establishing the Strategic Plan, topics were identified as areas of particular interest:

- History Programme – implementation of Secondary III and Pilot of Secondary IV
- Four-year old Kindergarten
- Early literacy
- Bilingual Education
- Why the English Sector succeeds
- Anglophones as a minority group
- School Governance
- Availability of materials
- Financial constraints

Theme Carried Throughout the Year

Literacy was a focus throughout the year. In October, **Dr. Sandra Chang-Kendl** of Concordia University gave a presentation entitled: *Early Childhood Education – Key Components of Pre-Kindergarten and Kindergarten Programmes*. In January, four panelists representing the various levels addressed the topic: Literacy Across Age Levels. **Dr. Lynn Senecal**, Centre of Excellence, focused on youth while **Shana Loach**, representing PROCEDE discussed issues at the Adult and Vocational Level. **Suzanne Daningburg** of Marianopolis College discussed issues at the CEGEP level. **Dr. Corinne Haigh** presented the University point of view with particular attention to teacher education.

Towards a Policy of Educational Success - Consultation

LCEEQ presented a brief to the Minister of Education and was invited to participate in the public hearings. The brief can be found in the “Documents” section of the LCEEQ Website.

In July 2017, the Minister released a document entitled: **EDUCATIONAL SUCCESS: A LOVE OF LEARNING, A CHANCE TO SUCCEED**. The Committee will be pursuing this policy during 2017-2018.

Report on the History Programme Pilot Experience

In April 2017 teachers involved in the piloting of the **History of Québec and Canada** programme in Secondary IV were invited to meet the LCEEQ Committee and provide an oral report on their experience. The teacher panel was accompanied by Raphaël Charrier, the person responsible for Social Studies in the English sector at the Ministry of Education, and Tino Bordonaro, Social Studies Consultant, at the EMSB. The LCEEQ members appreciated the opportunity to hear first-hand from teachers.

LCEEQ Newsletter

Issues Twenty through Twenty-nine of the LCEEQ on-line Newsletter were published during the 2016-2017 academic year. All issues of the Newsletter are archived on the website at <https://lceeq.ca>.

LCEEQ Annual Conference

The eighth 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 ***When Diversity and Technology in the Classroom Converge***.

Keynote speakers were **Hall Davidson** (The “New 3 R’s” in Education: Make Them Work for You!) and **Dean Shareski** (Whatever Happened to Joy?). Featured speakers included: **Alissa Sklar** (Civility and Digital Citizenship: Strategies for Teaching Inclusion and Respect in a Wired World) , **Gabriel Rshaid** (The Classroom Without Walls: Diverse Globally, Diverse Locally) , **Donna Fry** (Virtual Math for Young Children – What Do We Know?), and **Jared Covilli** who offered the Closing Plenary, *A Vision of Graduates of 2025*. The program included more than thirty local presenters addressing various aspects of the theme.

Alissa Sklar offered an evening session for parents entitled: iLearn, iCare: Practical Guidelines for Creative, Responsible Use of Digital Tools. This session was available to the public.

For detailed information about the Annual Conference please visit: <http://conference.lceeq.ca/>

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 best practices, carry out research, and share information with a network of other participants.

A report in the form of a video clip prepared by the participating groups may be found on the website at <https://lceeq.ca> (FUNDING – Project reports and summaries).

Resources Development Grant

During 2016-2017 one project was approved:

- LES Creation - ACCESS Adult Education Centre (RSB) for eight thousand eight hundred dollars (\$8800);

“The English Language of Instruction program of study has been developed from the perspective that learning situations must be meaningful and relevant to the adult learners’ life. Consequently, to make learning concrete and useful, all learning situations should be based on real-life situations. This project allowed our teachers to create authentic and realistic learning situations that encourage adult learners to develop competencies targeted by the program.”

During the first part of 2017-2018 the units created will be accessible on the LCEEQ website for all interested groups.

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:

Membership

Name	Position	Organization
Aynsley Devine	Former Sec Teacher	EMSB
Andrea Harding	Administration	QAIS
John Le Blanc	Consultant	LBPSB
Natalie McCarthy	Director of Center – Adult Education	PROCEDE
Jim McKinnon	Consultant	Mentoring Matters
Krystina Palladino	Elementary Teacher	SWLSB QPAT
Marty Roberts	Sec. Teacher	ETSB QPAT
John Ryan	Coordinator	LCEEQ
Elizabeth T Scanlan	PDSC Chair	LCEEQ
Brenda Smylie	Coordinator of Comp. Services	NFSB -ACES
Mario Tirelli	Former DG	EMSB

Calendar of Meetings – Full Day

Wednesday September 14, 2016
Wednesday November 9, 2016
Wednesday January 25, 2017
Wednesday March 22, 2017
Wednesday May 31, 2017

LCEEQ Member PD Subsidy Requests

Sir Wilfrid Laurier School Board “The Principal as Pedagogical Leader” Year II – 10,410\$

After a very successful 1st year of the SWLSB plan to develop a pedagogical expertise for principals, SWLSB embarked on year two with the following objectives:

- ❖ to develop a shared vision of expertise in the principalship
- ❖ to develop the skills necessary to observe and give high quality feedback to willing teachers a minimum of twice a month

In year I of this project, the in-school Administrators attended seven professional development sessions. Each session involved reading professional literature, understanding and deconstructing a High Leverage Teaching Practice (HLTP); watching videos of teachers engaged in the HLTP; and then role-playing professional conversations between Principals and teachers.

The Educational Services consultants continued to be coached by Ms. Webster on an individual basis. A PD subsidy completion report has been submitted to PDSC.

Bishop’s University School of Education “Fostering Early Career Teacher Leadership through an Accompaniment-Leadership Project to Develop Mentoring Abilities “ - 14,000\$

PDSC accepted a deferment in 2015-16 given the teacher contract negotiations.

The subsidy request was subsequently withdrawn in 2016-17.

Eastern Townships School Board “Support for New Teachers” – 20,000\$

The ETSB is a lead Board in relation to providing PD for new teachers, namely but not limited to teachers in the first five years of their career. The purpose of this project is to develop a sustainable professional development model that is timely and relevant to new teachers. The model will be created to respond to their current reality in the classroom. It will be designed to support them in the enhancement of the 12 Teacher Professional Competencies thus supporting their integration into the world of education.

Two topics will be dealt with in depth: Students with Special Needs and Evaluation and Assessment.

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 actual practice and sustainability. To date, the long-term evaluation feedback has been a challenge, responders are extremely sparse and evaluation difficult to undertake. Constant requests for feedback on goods and services for purposes of accountability are the lived reality. Surveys are being used in so many ways for so many reasons that we are surmising that they generally elicit a “delete” response.

DSCA Reports

A standing item on the agenda is a report from a member of DSCA. PDSC is not only kept up to date on the projects and PD organized by DSCA but is provided with an excellent opportunity for a two-way exchange on the perceived needs and ongoing PD for the English sector. F. Redivo, as well as L. Langlois, Director have attended meetings on a regular basis. Topics discussed included but were not exclusive to the History and Sex Education Programmes, as well as, CASP, PDIG's and Elementary Mathematics Focus and the requirement that GOAL be taught from 5th grade through secondary 5. The Financial Education course, Secondary V, will be ready for the fall of 2017; a one week training course on the Autism Spectrum was offered. Reform training in the English Adult Ed sector is ongoing. The following Ministry projects were reviewed: a Literacy Project "The Inquiry Process, Digital Citizenship "Respect/Protect/Educate"& FACET "Teaching French & English in Collaboration"; the links to these web sites were circulated.

Projects

- **Professional Development Resource Directory**

A Professional Development Resource Directory, posted on the LCEEQ website, contains local resources gleaned from workshops given during the LCEEQ Conferences. The Directory is updated annually. These workshops were chosen because they were very positively evaluated by participants. The process comprises the Boards' approval of the posting of their employees' work and the presenter must have indicated a willingness to be listed in the Directory. The workshops continue to 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 and creating an atmosphere of respect within the classroom.

- **" Teaching and the Rest of My Day: Achieving a Balance "**

Evaluation feedback from administration participants in 2016 indicated that the session was very well received and pertinent. A session in 2016-17 was then planned for teachers. The workshop was held on April 25, 2017 at VINO Rosso Restaurant. Invitation flyers were sent to Boards/Associations, as well as, to QPAT. Spouses/partners were welcome to also attend. "**Stress, Work and Performance**" was the title of the presentation given by **Sonia Lupien PhD**, Director of the Centre for Studies in Human Stress. Her research spans 20 years on the mechanism of stress, including its effect on performance and memory. Her session included demystifying the popular definition of stress and providing simple methods of effective stress management. She was very well received as illustrated by the evaluation summary. Her presentation was followed by a relaxing dinner with colleagues. Thirty participants registered for the session.

- **ELA and the New Teacher: Strategies for Success**

The session specifically for elementary teachers; aimed more particularly at teachers having 1-5 years of experience, focused on using literature and authentic writing in the classroom. The evaluation of the session indicated clearly further needs of the participants. Those wishing to further the "writing" aspect of ELA were encouraged to attend the L. Rief workshop the subsequent year.

Professional Development Innovation Grants (PDIG)

A decision was made by DSCA to transfer PDIG applications and decisions to LCEEQ which, in turn, transferred responsibility to PDSC. The following changes were recommended, by PDSC, following a presentation by Adelia Bensoussan, Project Manager, in January 2017:

- ❖ the maximum number of days for any one project be 6 days;
- ❖ the total number of days for a given teacher in a given year across projects be 8 days;
- ❖ a submission be evaluated on its own merit, submissions will be either approved or rejected – modifications will not be made by the evaluators (if a project is determined worthy but includes a small error – e.g. mileage claim for a local Consultant – the applicant will be advised of such and the budget altered accordingly); there will be a possibility for an applicant to adjust a “rejected” proposal and reapply if funds remain available after all the approved submissions have been accounted for. A second application deadline would then be set. New applications would also be entertained on the second round;
- ❖ the evaluation process of projects be streamlined – a separate, simpler process for projects of \$5000 and less be adopted;
- ❖ one rubric apply to all LCEEQ grant applications; the existing LCEEQ format will be reviewed to ascertain that it applies to the PDIG reality;
- ❖ particular attention be paid to a request for an outside consultant – the application form will state clearly that anyone in the employ of public/non-profit private educational institution will not be eligible for an honorarium: in extenuating circumstances, travel expenses may be covered;
- ❖ an administrator must sign off on an application;
- ❖ evaluators be adopted by and report to PDSC;
- ❖ if an application is accepted by one evaluator and rejected by another, a third evaluator will review the application; the third evaluator’s decision will be final.

Number of applications:	168
Total value of the applications:	\$ 1 054 403
Range of the requests:	\$ 660 - \$29 040
Average amount of each proposal	\$ 6276
Original budget:	\$ 400 000

Evaluators consisted of two PDSC members, two retired Directors of Educational Services, and 4 teachers. All 168 proposals were reviewed by the evaluators in keeping with the overview document available online to each applicant. Ninety-seven applications (57.7%) were deemed to meet the established criteria and were approved, and funded in full. (\$487 401.00 awarded)

Seventy-one (42.3%) were not approved in the first round. The applicants that were not approved were informed that they could resubmit in a second round, if funds were available. A second round of applications was opened in August 2017 after an additional two hundred thousand dollars was provided by the Ministry.

Professional Development Institutes

- **Elementary Mathematics Focus**

School Boards and Associations committed to two PD days being set aside in 2016-17 for Mathematics training; boards were requested to submit a blue print outlining their support for elementary Mathematics teachers during the course of the 2016-2017 school year and a report of same at the beginning of June 2017. All Boards/Associations submitted PD day plans. Each Board/Association was provided with a set of professional books authored by Dr. Juli Dixon.

On February 22, 2017, a morning workshop for administrators was animated by J. Dixon. Participants at a distance were able to join in a video conference of the session. An afternoon session was attended by consultants; the focus was effective teaching strategies in Mathematics.

In August 2017 three Cohorts were welcomed: Cohort 1 was comprised of 70 participants, Cohort 2 had 140 participants, and Cohort 3 had 130, including school teams.

- **Leadership for School Improvement Workshop**

This annual two-part workshop continues to be evaluated as exceptional and very successful. Two simultaneous workshops are held; one for first time participants and one for the graduates of previous sessions. For the latter participants, choice is given with regard to attendance at one or both sessions; first time participants are required to attend both parts of the workshop. The target audience is administrators and aspiring administrators. The workshop provides a set of conceptual tools and applications to further develop effective school administration, the goal being the achievement of 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. The Leadership for School Improvement Workshop is residential requiring participants to remain on site for the duration of the session. It is being held at *Auberge des Gallant* in *Ste-Marthe, QC*.

"The Administrator – Key to Student Success" continues to be the theme.

Regular Group – April 5, 6, 7 2017 – 27 participants

The Mystery of Influence – AINSLEY ROSE, April 5, 2017

Weed the Garden and Water the Flowers – LISSA PIJANOWSKI, April 6, 2017

Leadership and Literacy – SUSAN BURROUGHS, April 7, 2017

Graduate Group – April 6, 7, 2017 – 13 participants

The Mystery of Influence – AINSLEY ROSE, April 6, 2017
Leadership and Literacy – SUSAN BURROUGHS, April 7, 2017

Regular Group – August 14, 15, 16 2017 - 25 participants

Learning Leaders Nurturing Student Learning – FRANCOIS MASSE, August 14, 2017
Starting a Movement – TOM HIERCK, August 15, 2017
The Heart of Leadership – AINSLEY ROSE, August 16, 2017

Graduate Group – August 14, 15 2017 – 13 participants

Learning Leaders Nurturing Student Learning – FRANCOIS MASSE, August 14, 2017
Starting a Movement – TOM HIERCK, August 15, 2017

- **Writer’s Workshop with Linda Rief**

This annual workshop also continues to be evaluated as exceptional and successful. It took place August 14 - 18 2017 at *Auberge des Gallant* in *Ste-Marthe*, QC., Registration was capped at 15. The target audience includes all educators who will have the opportunity to learn effective strategies for improving student writing by actively engaging in a writer’s work.

Based on this increased registration, PDSC recommended that the Workshop be offered in August 2018.

- **LCEEQ Web Site Postings**

The LCEEQ Member PD Subsidy Request Memo
LCEEQ Member PD Subsidy Request Application Form
LCEEQ Member PD Subsidy Completion Report Form

Sir Wilfrid Laurier School Board “The Principal as Pedagogical Leader” Year I
[SWLSB Principal PD 2017](#)

ELA and the New Teacher: Strategies for Success 2016 Videos

Western Quebec School Board, Mentoring Modules - An Online Professional Development Tool for Teacher Mentor-Coaches 2015 Videos – *in progress*

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

Appendix I



**Strategic Plan Timeline
2016-2020**

June 30, 2017

Strategic Goal One

Act as a visionary and strategic body that advises and influences decisions regarding education in Québec

Action	Means	Comment
Engage in active reflection and discussion on current and future issues	<ul style="list-style-type: none"> • Provide opportunities for the English Educational Community to identify and discuss relevant issues • Identify and articulate orientations based on the nature and specific needs of the English Educational Community • Communicate with minority language groups in other provinces to seek solutions for minority language challenges in education 	<ul style="list-style-type: none"> ✓ An integrated provincial calendar is online. LCEEQ members can have dates they wish included on the calendar ✓ LCEEQ Annual Seminar – April 20-21, 2017
Develop and/or support strategies which address the educational needs of the English Educational Community in the youth, adult, technical,	<ul style="list-style-type: none"> • Develop LCEEQ positions and recommendations that reflect consensus 	<ul style="list-style-type: none"> ✓ Position paper forwarded to the Minister of Education on <i>Towards a Policy of Education Success</i>, November 2016. Document available on the website

Action	Means	Comment
vocational, CEGEP, and university sectors	<ul style="list-style-type: none"> Promote the recognition of the important role of LCEEQ and support its initiatives within the English Educational Community Promote the most appropriate strategies to support student learning Establish common goals with other English Educational Community partners Celebrate success 	<ul style="list-style-type: none"> ✓ The President and Vice President participated in hearings on <i>Towards a Policy of Education Success</i> in Quebec City on December 1-2, 2016 Report available on the website – Newsletter Issue 23, December 2016 ✓ Cindy Finn represented LCEEQ at a Ministry consultation of the Secondary History programme – January 2017
Collaborate with educational partners, particularly the Services aux anglophones, aux autochtones, et à la diversité culturelle of the Ministry of Education in a proactive manner	<ul style="list-style-type: none"> Work together with all groups within the English Educational Community Serve as a resource to the Assistant Deputy Minister responsible for the English sector and to the Direction des Services à la communauté Anglophone (DSCA) Lobby that resources and professional development services are available in English simultaneously with those in French Discuss who the LCEEQ recognizes as partners 	<ul style="list-style-type: none"> ✓ Monitoring the availability of English resource materials to support the implementation of the revised History Program ✓ C. Finn met with members of DSCA and Direction de la recherche to discuss research projects for the English Sector – January 2017 ✓ C. Finn attended the ACPI (Association Canadienne des Professeurs d’Immersion) Pan Canadian Consultation on the teaching of French Immersion programmes in Canada, February 2017
Inform the English Educational Community of LCEEQ initiatives.	<p>Employ mechanisms to ensure that information is delivered in a consistent and timely manner</p> <ul style="list-style-type: none"> Regularly publicize the actions taken by the Committee 	<ul style="list-style-type: none"> ✓ Newsletter <ul style="list-style-type: none"> ○ Monthly issues January through May 2016 ○ Summer edition 2016 ○ Monthly issues October through June 2017 ✓ The LCEEQ website www.lceeq.ca

Action	Means	Comment
	<ul style="list-style-type: none"><li data-bbox="509 243 773 310">• Provide networking opportunities<li data-bbox="509 344 889 449">• Encourage LCEEQ members to serve as ambassadors within their respective organizations	

Strategic Goal Two

Advocate for the timely delivery of quality educational resources and support for the English sector.

Action	Means	Comment
Proactively reflect on the challenges facing the English Educational Community	<ul style="list-style-type: none"> • Identify strengths and challenges related to policy development, program elaboration, implementation, and evaluation followed by articulation of positions and recommendations to the Ministry • Collect relevant information, positions and recommendations from organizations represented on LCEEQ • Promote an understanding of the Ministry of Education linguistic policy on English Education • Identify critical areas where the linguistic policy must be properly applied (e.g. exam preparation) 	<p>✓ Consideration of the issue of lack of resources in English for <i>Campagne gouvernementale intimidation</i> – June 2017</p>

<p>Support the delivery of educational services including any adaptations, as required, to meet the specific needs of the English Educational Community</p>	<ul style="list-style-type: none"> • Identify areas of need and propose adaptations as required • Allocate funding to projects which would support identified needs • Invite Ministry representatives and experts to share information regarding current proposals for pedagogical, andragogical, and complementary services 	<p>Regular schedule of meetings 2016-2017</p> <ul style="list-style-type: none"> ✓ September 15, 2016 ✓ <i>All you wanted to know about ACGC: Academic and Career Guidance Content</i> ✓ October 20, 2016 ✓ Early Childhood Education – Key Components of Pre-Kindergarten and Kindergarten Programmes Guest: Dr. Sandra Chang-Kredl - Concordia ✓ Consultation: Towards a Policy of Educational Success ✓ January 19, 2017 ✓ Presentation and Panel: Literacy Across Age Levels Guests: Suzanne Daningburg - Marianopolis Dr. Corinne Haigh- Bishops University Shanna Loach – PROCEDE Dr. Lynn Senecal – ISN (Center of Excellence) ✓ Conference 2017 February 13-14, 2017 When Diversity and Technology in the Classroom Converge ✓ March 15, 2017 Cancelled due to snowstorm – all Boards closed ✓ Annual Seminar – April 20-21, 2017 History of Québec and Canada – Pilot Experience ✓ May 3-4, 2017 Special Steering Committee ✓ June 5, 2017 ACPI CONFERENCE REPORT ABEE presentation: Guests: Kate Le Maistre – ABEE Chair Lynn Travers – Secretary ✓ Keeping the Door Open – Report on Bilingual Education Implications for LCEEQ ✓ The Task Force – Twenty-Five Years Later - Soliciting input from LCEEQ Members
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<p>Communicate to the Ministry unified and strategic positions on educational issues</p>	<ul style="list-style-type: none"> • Exchange between LCEEQ members and the Ministry • Ensure representation in provincial initiatives that impact the delivery of services to the English Educational Community by being recognized as an official partner • Take every opportunity to inform Ministry officials and Departments of the role of LCEEQ • Publicize the role of LCEEQ 	<ul style="list-style-type: none"> ✓ DSCA report is a standing item on all Agendas ✓ A list of Committee representatives is available on the LCEEQ website
<p>Interface/collaborate with related groups (e.g. ABEE, TIPSA....)</p>	<ul style="list-style-type: none"> • Invite representatives of other groups to participate in themed meetings and accept invitations from same 	<ul style="list-style-type: none"> ✓ Members of ABEE invited to Annual Seminar – April, 2017

Strategic Goal Three

To support professional development to meet the needs of the English Educational Community.

Action	Means	Comment
Provide support through the Professional Development Subcommittee	<ul style="list-style-type: none"> • Ensure that Professional Development initiatives are aligned with the orientations as identified by the LCEEQ Committee • Align resources, human and financial, to address identified needs • Promote the development of the twelve teacher competencies • Promote the development of the ten administrator competencies • Review the LCEEQ PD Plan annually 	PD Subcommittee (PDSC) Chaired by Elizabeth Therrien-Scanlan Scheduled meetings for 2016-2017: <ul style="list-style-type: none"> ✓ Wednesday September 14, 2016 ✓ Wednesday November 9, 2016 ✓ Wednesday, January 25, 2017 ✓ Wednesday March 22, 2017 ✓ Wednesday May 31, 2017 <ul style="list-style-type: none"> ✓ Leadership for School Improvement 2017 New cohort: April 5-7, 2017 August 14-16, 2017 Graduate Group - those who have completed a previous session are eligible to return: April 6-7, 2017 August 14-15, 2017 ✓ Writing Workshop With Linda Rief 2017 August 14-18, 2017 ✓ Elementary Math Focus 2017 Cohort 1 and 2 August 7-9, 2017 Cohort 3 August 8-11, 2017 ✓ ELA - Strategies for Success – designed for new teachers August 17-18, 2017

Collaborate with the Ministry on delivery of <i>formations ministérielles</i>	<ul style="list-style-type: none"> • Ensure professional development proposed by the Ministry related to the Québec Educational Program (QEP) and all future Ministry directives, policies, and initiatives exists within the English Educational Community 	<ul style="list-style-type: none"> ✓ Collaborate in the registering of the STIC Training Days – June 2017 ✓ Coordinate the John Killingbeck Teacher Administrator Project 2017
Maintain centralized professional development funding procedures	<ul style="list-style-type: none"> • Target funds for priority activities in accordance with the LCEEQ PD Plan 	<ul style="list-style-type: none"> ✓ Coordinate the PDIG Funding Process 2017 in collaboration with DSCA
Measure outcomes of professional development undertaken by LCEEQ	<ul style="list-style-type: none"> • Measure the effectiveness of PD sessions on a short term and long term basis • Ensure participants have the opportunity to provide feedback on professional development sessions • Share projects with larger educational community • Create an inventory of PD initiatives 	