



Annual Report

2019-2020

November 2020

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 selected by the organizations they represent.

A.A.E.S.Q. (Association of Administrators of English Schools of Quebec)	Ralph Mason Pela Nickoletopoulos
A.C.E.S. (Administrators for Complementary Educational Services)	Marie-Eve Claude Lisa Falconi
CEGEP's (English Colleges Steering Committee)	John McMahon - DG Vanier
ADGESBQ (Directors General of School Boards)	Evelyne Alfonsi -ADG EMSB through December 2019 Cindy Finn* DG – LBPSB As of January 2020,
School Board Representatives	Stewart Aitken - WQSB Sandra Furfaro* - EMSB through December 2019 Geoffrey Hipps* – SWLSB – LCEEQ President Stéphane Lagacé- CQSB Eva Lettner - ETSB Lisa Mosher – ESSB Anna Sanalidro – EMSB as of January 2020 Marie Wahba* – LBPSB James Walker – NFSB Mary Williams - RSB

I.S.A.T. (Independent School Associations' Table)	Sidney Benudiz - AJDS Holly Hampson - QAIS
P.R.O.C.E.D.E. (Provincial Organization of Continuing Education Directors, English)	Mario Argiropoulos* Lucie Roy
Professionals' Associations (Non-teaching Educational Professionals / Consultants)	Paul Kettner John LeBlanc
Q.P.A.T. (Quebec Provincial Association of Teachers)	Andrew Adams Mike Di Raddo Pasquale Machado Anne-Marie Rheubottom
Special-status Board Educational Services Representatives Cree Kativik Littoral School board	t.b.a. Erik Olsthoorn Deb Foltin*
English-sector Universities (Faculties of Education)	Dr. Dawn Wiseman (Bishop's) Roma Medwid* ((Concordia) Dr. Alain Breuleux (McGill)
Ministry of Education - Direction du service au réseau éducatif anglophone (DSREA)	Boyd Lavallée* Andrew Locatelli *
Assistant Deputy Minister of Education for the English Sector	Steven Colpitts*
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, the representative of LEARN, the Coordinator, and the Recording Secretary 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.

LCEEQ Meetings 2019-2020 Approved June 13, 2019

Steering 2019-2020	Regular 2019-2020
Thursday, August 22, 2019 plan September	
	Thursday, September 12, 2019 Location: Sir Wilfrid Laurier School Board
Friday, September 13, 2019 Plan November	
	Thursday, November 7, 2019 Location: English Montreal School Board
Thursday, November 21, 2019 Plan January	
	Thursday, January 16, 2020 Location: Lester B. Pearson School Board
Friday, January 17, 2020 Plan March	
	February 10-11, 2020 Annual Conference
Tuesday, February 11, 2020 following Conference Plan April Seminar	
	Thursday, March 26, 2020 Location: English Montreal School Board
Friday, March 27, 2020 Plan June	
	April 16-17, 2020 Annual Seminar The Palace
May 7-8, 2020 – Special Planning	
	Thursday, June 4, 2020 Location: Lester B. Pearson School Board

LCEEQ Strategic Plan

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

The intention was to finalize a plan for the next cycle at the meeting scheduled in April 2020. However, the two-day Annual Seminar was cancelled as a result of COVID-19. The planning sessions have been set for November 2020 for the development of the next phase of the Strategic Plan.

In **Annex I** of this Annual Report you will find a review of the accomplishments achieved during the first four years (2016-2020) of the existing plan.

Overview of Meetings Throughout the Year

At the September meeting Kate Le Maistre and Lynn Travers from the Advisory Board on English Education (ABEE) made a presentation entitled: **Considering our Minority Status**. The session included an exchange around such questions as:

- What words identify being an Anglophone in Quebec? (Some of the words that were brought forward by members: resilient, humble, proud, quiet, trying to fit in, assimilate, apologetic, belief in self.)
- What makes the English Sector different?
- What do our schools do well?
- Lobbying/Advocating - what is the role of LCEEQ?

At the same meeting, the Committee was invited to consider what role LCEEQ might play in the establishment of an Institute of Excellence, as it was anticipated that the Ministry of Education may consider revisiting this project during the year. The discussion began with the Committee reviewing the position paper it had presented to the government in November 2017 entitled, ***Institute for Excellence in Education: A Response*** (<https://lceeq.ca/en/lceeq-documents#position>).

The LCEEQ Committee recommended that this was a direction worth pursuing and so the Steering Committee created a focus group to investigate what this might mean for LCEEQ. Fortunately, the group was able to meet to deliberate before the onset of COVID-19. In June 2020, a proposal was tabled. In support of the proposal a Pilot Study was proposed and submitted to the Ministry for funding.

The Project Proposal and the Pilot Study can be found in Appendix II of this report.

In November, **Caroline Erdos** made a presentation to the Committee entitled, *“Learning an additional language: Examining the research evidence pertaining to neurotypical and at-risk students”*. The following points were the focus of the session:

- Advantages of multilingualism
- Academic and language outcomes of students in French immersion programs
- Myth and realities pertaining to bilingualism
- Factors that affect the rate of acquisition of a new language
- Research finding pertaining to at-risk children learning an additional language
- Strategies and pedagogical approaches that enhance language learning for all students.

The January meeting included two presentations. **Dr. Nathalie Rothschild**, Concordia University, provide an overview of the various Early Childhood programmes and services offered in the Education Department. In contrast, **Mario Argiropoulos** and **Rick David** of P.R.O.C.E.D.E described the various programmes in Adult and Vocational Services across the province.

In addition to a wrap-up of the year, the focus of the June meeting was on the Project Proposal and Pilot Study introduced above. The details of which can be found in Appendix II.

LCEEQ Newsletter

Issues Fifty-three through Sixty-three of the LCEEQ on-line Newsletter were published during the 2019-2020 academic year. All issues of the Newsletter are archived on the website at <https://lceeq.ca>.

LCEEQ Annual Conference

The eleventh annual LCEEQ conference was organized to provide a professional development opportunity for the English-speaking educators from across the province. The Conference was a two-day event and a sequel to the tenth Conference which focused on wellness entitled, **Well-Being – Being Well. Conference 2020** adopted the theme of : **Being Even Better – Better for our Communities, Better for Our Learners, Better for Ourselves.**

The focus of the 11th Annual LCEEQ Conference continued to be on physical and mental wellness.

Keynote speakers were **Kimberly A. Schonert-Reichl - A New Kind of Fitness: Strengthening the Social and Emotional Competence.** **Susan Rodger** opened the second day with **What is the Value of Wellness?**

The Featured speakers included:

- **Michael Kuczala, *The Kinesthetic Classroom: Teaching and Learning Through Movement*;**
- **David Tranter presented *YOU ARE THE STRATEGY: How Disconnection is Damaging Our Kids and How Deeper Relationships Can Foster Well- being, Activate Achievement, and Build a Better World.***
- **Ainsley Rose lead the workshop entitled *The Joy of Learning...About Yourself!***

The Closing Plenary was offered by **Mary Gordon - A Vision for Going Forward**.

The program included more than thirty-five local presenters addressing various aspects of the theme.

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).

Given the travel restrictions resulting from Covid-19, several of the approved projects could not be held and so were transferred to 2020-2021.

Professional Development Sub-committee (PDSC)

Membership:

Name	Position	Organization	Email
Aynsley Devine	PDSC Chair	EMSB	ayns@patdevine.com
Christie Brown	Vice Principal	AAESQ	cbrown16@lbpsb.qc.ca
Dominique Daoust	Principal	Birchwood School - LBPSB	ddaoust@lbpsb.qc.ca
Saba Din	Consultant	Riverside SB	sdin@swlauriersb.qc.vca
Patricia Peter	McGill lecturer	McGill	pbrownpeter@gmail.com
Krystina Palladino	Elementary Teacher	QPAT	kpalladino@swlauriersb.qc.ca
Rick David	PROCEDE	EMSB	rdavid@emsb.qc.ca
Marty Roberts	Secondary Teacher	QPAT	robertsm@edu.etsb.qc.ca
John Ryan	LCEEQ Coordinator	LCEEQ	jryan@videotron.ca
Sylvia Patella	Ped. Services ADG	SWLSB	spatella@swlauriersb.qc.ca
Mario Tirelli	Retired DG	EMSB	mtirelli@hotmail.ca

Calendar of Meetings

Monday, September 16, 2019

Monday, November 18, 2020

Monday, January 20, 2020 - cancelled

Monday, March 23, 2020 – cancelled COVID-19

Thursday, June 11, 2020 - ZOOM

LCEEQ Member PD Subsidy Requests

Teaching and Learning in the Winter Outdoors, a project submitted by the DEEN Physical Education and Health Sub-committee was approved. Thirty Physical Education teachers completed the workshop in February 2020.

The MaST Subcommittee of DEEN made a request for a Cycle 1 Science and Technology project entitled, **Alternative Assessment**. MaST Consultants will be working with twenty-five Science and Technology teachers representing nine of the School Boards. The project was approved at the end of the year and will begin in 2020-2021.

Professional Development and Innovation Grants (PDIG)

Professional Development and Innovation Grants (PDIG) are available for teachers, Consultants, library personnel and administrators who are looking for ways to improve student achievement in Québec's English schools and centres. **Professional Development Grants** are intended to be used to improve pedagogical practice. **Innovation Grants** are intended to support school teams to engage in systemic change within the school/centre to promote student success.

2019-2020

- ✓ Number of Applications received: 84
- ✓ Value of All Applications: \$ \$607, 207.
- ✓ Number of Approved Applications: 46
- ✓ Value of Approved Applications: \$ 368, 978.

Professional Development Institutes

Due to the impact of COVID-19 all face-to-face activities scheduled between March and August 2020 were cancelled. This decision meant that the Math Focus Project, The Leadership for School Improvement Workshops, and the Linda Rief Writing Workshop did not take place in the usual format.

However, in order to maintain the momentum and continue the learning, Webinars were offered in all three domains. Eight webinars were offered by the Math Animators (DNA Team) who provide the annual in-person sessions. The focus of these sessions was how to teach Math concepts in an online setting given that many teachers were conducting virtual classes.

It is important to note that all of the plans that had been made to hold face-to-face sessions for the Summer Math Institute that were cancelled in August 2020 have been transferred and are scheduled to take place in August 2021.

Ainsley Rose offered a webinar to school leaders entitled, **The Dominos of Disruption – Challenge or Opportunity**, which focused on leading a school through a difficult period.

Linda Rief offered online support to those teachers engaging their students in authentic writing. The session was entitled, **Writing is Contagious** and used COVID-19 stories as a stimulus for writing.

Appendix I

Details of accomplishments in the four years
of the Strategic Plan Cycle 2016-2020 as presented at
the last meeting of the 2019-2020 year



Strategic Plan Timeline 2016-2020

June 4, 2020

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 of significant local events included on the calendar ✓ LCEEQ Annual Seminar – April 20-21, 2017 ✓ LCEEQ Annual Seminar – April 12, 2018 ✓ LCEEQ Annual Seminar – April 11-12, 2019 ❖ LCEEQ Annual Seminar – April 16-17, 2020 – cancelled Covid-19 ✓ Consultation – Institute for Excellence in Education November 2017 ✓ Participation in the QUESCREEN Forum: <i>Minority Community Vitality through Education</i> – October 2018 ✓ Invite Mr William Floch, Secretariat for relations with English-speaking Quebecers to meet with the LCEEQ Steering Committee to continue the discussion initiated at the September 2018 General meeting ✓ Mr. Floch made a presentation at the Annual Seminar, April 2019 ✓ Geoffrey Hipps participated in the Provincial Consultation on the English-speaking Community by Mr Skeete and the Secretariat – October 2019

Action	Means	Comment
		<ul style="list-style-type: none"> ✓ Creation of a Subcommittee to explore a possible Institute of Excellence for the English Sector – January 2020 ✓ “Sprint Design” Meeting held to investigate the concept of an Institute of Excellence – January 30-31, 2020
Develop and/or support strategies which address the educational needs of the English Educational Community in the youth, adult, technical, vocational, CEGEP, and university sectors	<ul style="list-style-type: none"> • Develop LCEEQ positions and recommendations that reflect consensus • 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"> ✓ Position paper forwarded to the Minister of Education on <i>Towards a Policy of Education Success</i>, November 2016. Document available on the website ✓ 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 ✓ Cindy Finn attended the QUESCREN – Research on Health and Education session – October 3, 2017 ✓ Position paper on Homeschooling submitted May 2018 ✓ Letter of Congratulations to Stephen Colpitts as ADM sent in May 2018 ✓ Nomination of Leo La France to the Order of Excellence in Education
Collaborate with educational partners, particularly the Services aux anglophones, aux	<ul style="list-style-type: none"> • Work together with all groups within the English Educational Community 	<ul style="list-style-type: none"> ✓ Monitoring the availability of English resource materials to support the implementation of the revised History Program

Action	Means	Comment
<p>autochtones, et à la diversité culturelle of the Ministry of Education in a proactive manner</p>	<ul style="list-style-type: none"> • 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"> ✓ 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 ✓ Monitoring availability of materials for History and Financial Education programs (Sept 2017) ✓ Geoffrey Hipps attended both the Local and Inter-Sectorial Forums sponsored by the Secretariat for the English-speaking Community – Fall-2019
<p>Inform the English Educational Community of LCEEQ initiatives.</p>	<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 • Provide networking opportunities • Encourage LCEEQ members to serve as ambassadors within their respective organizations 	<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 May 2017 ○ Summer edition 2017 ○ Monthly issues September through May 2018 with two special editions (Conference 2018, Funding 2018-2019) ○ Summer edition 2018 ○ Monthly issues September through May 2019 with two special editions (Conference 2019, Funding 2019-2020) ○ Summer edition 2019 ○ Monthly issues September through December 2019 ○ Monthly issues January through April 2020 ✓ The LCEEQ website www.lceeq.ca

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)	<ul style="list-style-type: none">✓ Consideration of the issue of lack of resources in English for <i>Campagne gouvernementale intimidation</i> – June 2017✓ Letter to Minister Roberge regarding issues related to the timely translation of educational materials – April 2019✓ Response received from Minister – September 2019

<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 Programme 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 <p>Regular schedule of meetings 2017-2018</p> <ul style="list-style-type: none"> ✓ September 13, 2017 Language Acquisition in the Context of a Bilingual Education Guest: Dr. Roy Lyster – McGill
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		<p>Consultation on the Canada-Quebec Agreement Action Plan</p> <ul style="list-style-type: none"> ✓ November 2, 2017 Policy on Educational Success Guests: Marie-Helene Soucy Elementary Math Focus Project What's It All About? Guests: Cheryl Cantin – Math Consultant, ETSB Lisa Lorenzetti – Teacher, QAIS Franca Redivo – DSCA ✓ January 18, 2018 Presentation + Panel Discussion: Mental Health in Our Institutions Guests: Dr. Elana Bloom (Center for Excellence) Dr Jennifer Lewy - Agence Ometz Dr. Stine Linden-Andersen – Bishops University ✓ Conference 2018 February 12-13, 2018 The Thinking Classroom ✓ March 21, 2018 Presentation + Panel Discussion: Mental Health in Our Institutions (cont'd) Guest: Dr. Nancy Heath – McGill Zero – Eight Years Strategy Guest: Anne Robitaille Directrice générale Direction générale des politiques et de la performance ministérielle ✓ Annual Seminar – April 21-22, 2018 ✓ May 3-4, 2018 Special Steering Committee ✓ June 13, 2018 WELL BEING – BEING WELL Let's Start with Ourselves Guests: Dana Carsley, Nancy Heath Regular schedule of meetings 2018-2019 ✓ September 13, 2018 Presentation: Secretariat for relations with English-speaking Quebecers
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		<p>Guest: William Floch – Secrétaire adjoint</p> <p>Presentation: Ministry Plan of Action Guest: Denis Matte</p> <p>✓ November 1, 2018 ABEE Report on the Chambers Report of 1992 Guests: Kate LeMaistre Lynn Travers</p> <p>Presentation: Well Being – Being Well The Importance of Movement Guests: Katherine Baker Phys. Ed. Consultant - EMSB Krista Smeltzer, Phys. Ed. Teacher – Champlain College</p> <p>✓ January 17, 2019 Presentation : Plan d’action numérique. Guests: Joëlle Bernard Directrice du bureau de la mise en œuvre du plan d’action numérique Guillaume Laforce</p> <p>The Plan in Practical Terms Animation: Christine Truesdale Récit Members</p> <p>✓ Conference 2019 February 11-12, 2019 Well Being – Being Well</p> <p>✓ March 28, 2019 A Timely Topic – information gathering Animation: Steven Colpitts</p> <p>Understanding the Community Health And Social Services Network (CHSSN) – Forming Links Guests: Russ Kueber, Anne-Marie Cech</p> <p>✓ June 13, 2019 PRE-K AND KINDERGARTEN PROGRAMS - What do We Need to Know? Guest: Christiane Bourdages-Simpson Responsable des programmes d’éducation préscolaire et du programme Passe-Partout</p> <p>Planning for the year to come - Direction emanating from the April Seminar and May Steering Committee</p> <p>✓ Themes ✓ Expectations</p>
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		<p>Regular schedule of meetings 2019-2020</p> <ul style="list-style-type: none"> ✓ September 12, 2019 Presentation: Considering our Minority Status Guest: Kate Le Maistre – ABEE Lynn Travers – ABEE Presentation: Mentoring, PD and Research Speaker Steven Colpitts ✓ November 7, 2019 Presentation – Learning an additional language: Examining the research evidence pertaining to neurotypical and at-risk students Guest: Caroline Erdos – ALDI ✓ January 16, 2020 Presentation: Concordia’s Early Childhood and Elementary Education Program: Overview, Highlights, and Future Directions Guest: Dr. Nathalie Rothschild Presentation: English Network Services for Adult Education and Vocational Training Presenters: Mario Argiropoulos and Rick David ❖ March 26, 2020 cancelled Covid-19 ➤ June 4, 2020 ZOOM meeting Institute of Excellence Report and Brief
	<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 and April 2018 ✓ LCEEQ attended the QUESCREEN – Research on Health and Education session – October 3, 2017 ✓ LCEEQ attended the QUESCREEN Conference – theme: Minority Community Vitality through Education October 2018

		<ul style="list-style-type: none">✓ Representative of Employability Groups in Quebec participated in the William Floch presentation – April Seminar 2019✓ Collaboration with CHSSN in the presentation of the <i>Early Childhood Symposium</i> – February 13, 2020
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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 	<p>PD Subcommittee (PDSC) 2016-2017 Chaired by Elizabeth Therrien-Scanlan</p> <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 <p>✓ 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</p> <p>✓ Writing Workshop With Linda Rief 2017 August 14-18, 2017</p> <p>✓ Elementary Math Focus 2017 Cohort 1 and 2 August 7-9, 2017 Cohort 3 August 8-11, 2017</p> <p>✓ ELA - Strategies for Success – designed for new teachers August 17-18, 2017</p> <p>PD Subcommittee (PDSC) 2017-2018 Chaired by Elizabeth Therrien-Scanlan</p> <ul style="list-style-type: none"> ✓ Wednesday September 6, 2017 ✓ Wednesday November 8, 2017 ✓ Wednesday March 14, 2018 ✓ Wednesday May 30, 2018 <p>✓ Leadership for School Improvement 2018 New cohort: April 18-20, 2018 August 13-15, 2018</p>

		<p>Graduate Group (those who have completed a previous session are eligible to return:</p> <ul style="list-style-type: none"> ✓ Writing Workshop With Linda Rief 2018 August 13-17, 2018 ✓ Elementary Math Focus 2018 Cohort 2 and Cohort 3 August 6-8, 2018 Cohort 4– August 8-10, 2018 - to include a Secondary Pilot Group <p>PD Subcommittee (PDSC) 2018-2019. Chaired by Aynsley Devine</p> <ul style="list-style-type: none"> ✓ Wednesday October 24, 2018 ✓ Wednesday November 21, 2018 ✓ Wednesday, January 23, 2019 ✓ Wednesday March 13, 2019 ✓ Wednesday May, 29, 2019 <p>Leadership for School Improvement 2019</p> <ul style="list-style-type: none"> ✓ New cohort April 3-5, 2019 ✓ August 12-14, 2019 Graduate Group (those who have completed a previous session are eligible to return: <ul style="list-style-type: none"> ✓ Writing Workshop With Linda Rief 2019 August 12-16, 2019 ✓ Elementary Math Focus 2019 Cohort 3 and Cohort 4 August 5-7, 2019 Cohort 5– August 6-9, 2019 ✓ Physical Education and Health August 19-20, 2019. <p>PD Subcommittee (PDSC) 2019-2020. Chaired by Aynsley Devine</p> <ul style="list-style-type: none"> ✓ Monday, September 16, 2019 ✓ Monday November 18, 2019 ❖ Monday, January 20, 2020 cancelled Covid-19 ❖ Monday, March 23, 2020 cancelled Covid-19 ❖ Monday, May 11, 2019 cancelled Covid-19
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		<p>Leadership for School Improvement 2020</p> <ul style="list-style-type: none"> ❖ New cohort April 20-22, 2020 cancelled Covid-19 ❖ August 10-12, 2020 cancelled Covid-19 Graduate Group (those who have completed a previous session are eligible to return: ❖ Writing Workshop With Linda Rief 2020 August 10-14, 2020 cancelled Covid-19 ❖ Elementary Math Focus 20200 cancelled Covid-19 Cohort 4 and Cohort 5 August 3-5, 2020 Cohort 6– August 4-7, 2020 ✓ Teaching and Learning in the Outdoors February 2020 ❖ Physical Education and Health ✓ August 17-19, 2020. cancelled Covid-19
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 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 2017-2019 ✓ Coordinate the John Killingbeck Teacher Administrator Project 2020
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 ✓ Coordinate the second round of proposals 17-18 ✓ Monitor PDIG process 2017-2018 ✓ Application for PDIG for 2018-2019 ✓ Approve Reports for 2017-2018 ✓ Monitor PDIG process 2018-2019 ✓ Application for PDIG for 2019-2020 ✓ Approve Reports for 2018-2019 ➤ Monitor the process 2019-2020 ➤ Application for PDIG 2020-2021

<p>Measure outcomes of professional development undertaken by LCEEQ</p>	<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 	<ul style="list-style-type: none"> ✓ Written evaluations collected, compiled and transmitted to participants after each workshop session ✓ Post reports and artifacts on LCEEQ website https://lcee.ca/en/pd-resources/pd-directory ✓ Long-term impact study of Leadership for School Improvement Project – Report submitted September 2019 ✓ Long-term impact study of Math Focus Project – Report submitted September 2019
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Appendix II

An Institute of Excellence in Education

An LCEEQ Proposal - June 2020

Preamble

During the LCEEQ meeting of September 19th, 2019, the Assistant Deputy Minister, Steven Colpitts, posed the question to the full membership - If there were to be an Institute for Excellence in Education, how does LCEEQ see itself in relation to such an entity? Members reviewed the original LCEEQ brief that responded to a Ministry call for input on a potential Institute in November of 2017, reflecting upon its content and proposing new ideas. That discussion led to the creation of an **Institute Focus Group**, calling on members to develop a more robust response to the question from the Assistant Deputy Minister. The Focus Group met on January 30th and 31st, 2020 and employed a “Design Sprint” methodology as to gather information and to propose a blueprint of a potential Institute. It was understood that ideas developed during this two-day Design Sprint were meant to begin a process of analysis and creation. These ideas would be vetted through several iterative processes in order to exhaust possible outcomes, and to allow the full membership of LCEEQ to reflect upon the current strategic goals of the Committee, to adapt and/or establish new goals, and possibly adapt other components of the LCEEQ operations to create a viable proposal to the Assistant Deputy Minister. Respecting the original question about how LCEEQ sees itself in relation to an Institute for Excellence in Education, specifically to serve the needs of the Anglophone community, the following document establishes a synthesis of ideas generated from the Focus Group. The contents should, therefore, be viewed as an attempt to enhance the current operations of the LCEEQ.

Rationale for an English Institute of Excellence in Education

Stakeholders in English education in Quebec have a long-standing history of collaborating in order to address systemic challenges and celebrate our accomplishments. Evident in our success rates, the voice of English education is strong, yet there is an opportunity to make it even stronger. There is a need therefore, to hone our practices with a concerted effort to establish a collaborative partnership between all stakeholders in English education with a formal system in which scientific knowledge drives policy making and practice.

Today, we function in a knowledge society and information is at our fingertips. Research in education is abundant, but fully understanding and accessing rigorous, relevant and timely research is not. Furthermore, being able to translate research knowledge into successful practice remains a challenge for many working in education.

Institutions within the English-speaking Educational Community have established collaborative networks, but these systems must be refined with the purpose of aligning expertise while reducing duplication through purposeful projects that begin and end with meeting the needs of the English education practitioners.

An Institute of Excellence in English education would:

- identify **topics** of interest and innovation in the English Educational Community:
- provide **access** to relevant **research** for stakeholders at all levels;
- **influence** and **inspire** decision makers;
- **support** classroom practice;
- **deliver professional development** opportunities for teachers, administrators and professionals.

By establishing a formal process in which an unbiased network of stakeholders considers the expressed needs of the English Educational Community, conducts systematic reviews of existing relevant research, or initiates local research as necessary, provides accessible information to all stakeholders, and transfers a body of scientific knowledge to the community in the form of professional development, the journey of English education towards excellence would be enhanced.

Institute of Excellence Goals

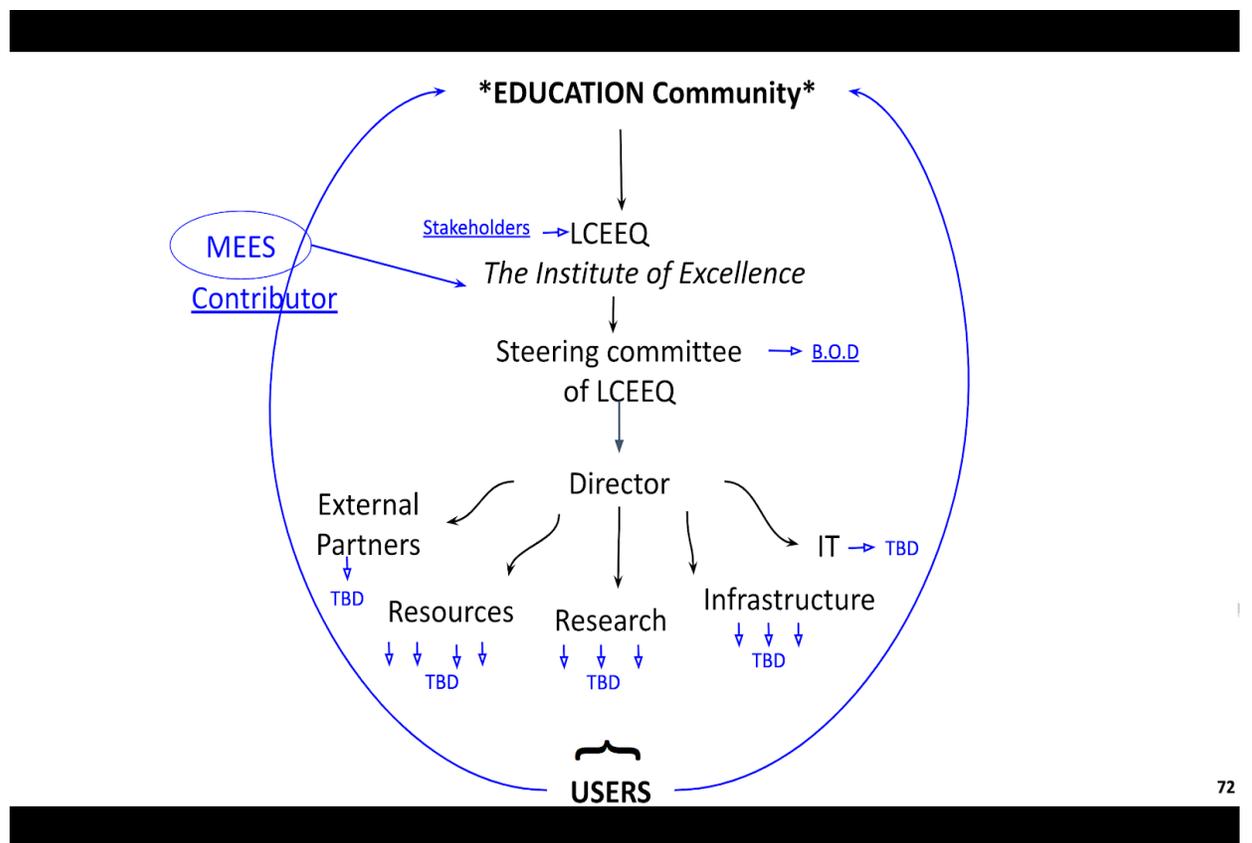
The following are the broad goals proposed by the Institute Focus Group:

1. The Institute will be reflective of and responsive to the diverse needs and realities of the English Educational Community: Anglophone, Indigenous, and other minority groups.
2. The Institute will be user-centered, available for various groups of English education stakeholders.
3. The Institute will create and maintain a multi-directional collaboration and connection with the English Educational Community.
4. The Institute will be governed by a non-partisan structure.
5. The Institute will influence policy development.
6. The Institute will inspire teaching and learning by interacting with various stakeholders of the English Educational Community.
7. The Institute will transfer relevant research into practice in the form of professional development opportunities.

Proposed Governance of the Institute

The Institute Focus Group proposed structures that would oversee the functions by maintaining a focus on the proposed goals. As the LCEEQ is an existing organization with established processes that provide a service to the English Educational Community, comments under each of the structures pertain to the relationship between the LCEEQ and any creation of an Institute for Excellence in English Education. In response to the invitation by the Assistant Deputy Minister, the proposed structure places the LCEEQ as the central governing body that would drive the operations of the Institute.

Proposed Structure



Development and Implementation Plan

The LCEEQ proposes that the development and implementation of an **Institute of Excellence** for the English Sector be incorporated into its Strategic Plan 2020-2024. The following principles would be followed:

- Teachers, educational administrators, and professionals need quick access to relevant research that reflects the reality of Quebec English education.
- School Boards may have specific needs to be addressed by professionals at the Institute.
- School Boards, Cegeps, and Universities have needs for research and Professional Development that would be considered.
- Existing Committees, (for example DEEN, ACES, PROCEDE, English Colleges Steering Committee...), identify provincial needs to be addressed.
- The LCEEQ would engage a Director to oversee the operations under the direction of the Board of Directors of the Corporation.

The Assistant Deputy Minister will be invited to provide funding to engage a professional to research and recommend to the LCEEQ Board the responsibilities of the Director of the Institute (indicated on the organizational chart as “TBD”) as per the proposed organizational design

An Institute of Excellence in Education

A Pilot Study Proposal

Introduction

In response to an invitation by the Assistant Deputy Minister, Steven Colpitts, to consider its role in the establishment of an Institute for Excellence in Education, if such were proposed by the Ministry of Education, the LCEEQ created a focus group to examine the question in depth. Emanating from that study was a proposal for an Institute of Excellence which was considered by the LCEEQ Committee at large.

Respecting the original question about how LCEEQ sees itself in relation to an Institute for Excellence in Education, specifically to serve the needs of the Anglophone community, the following document outlines a possible pilot study that could serve as a litmus test of the proposed structure and governance model.

Institute of Excellence Goals

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Pilot Proposal

The pilot project proposed would include two elements that have been long-standing components of the LCEEQ offerings: professional development in administrative leadership, and the mentoring and retention of teachers.

Educational Leadership

An important goal of the LCEEQ is to provide quality professional development to various stakeholders. One of the well-established practices in this regard is the **Leadership for School Improvement Workshop** series that has been available to the community for the last eleven years. This residential leadership project which started as a five-day session has transformed to one in which participants meet over two three-day sessions. This allows for learning, returning to the workplace to implement newly acquired strategies, and continuing in the second phase to consolidate the learning.

Within the context of an Institute of Excellence, this type of project could provide the basis for a systematic review of the existing professional literature, as well as specific research to investigate such questions as:

- What are the characteristics of a successful educational leader?
- What models of educational leadership training exist in other jurisdictions?
- What is the short-term and long-term impact of this leadership training on participants?
- What steps could be taken to develop the existing model?
- What information resources are available to individuals considering a career in educational leadership?
- How should the success of the professional development be shared to benefit the larger educational community?
- How can the information acquired assist School Boards/Associations in the process of recruiting and supporting educational leaders?

Mentoring Teachers New to the Profession

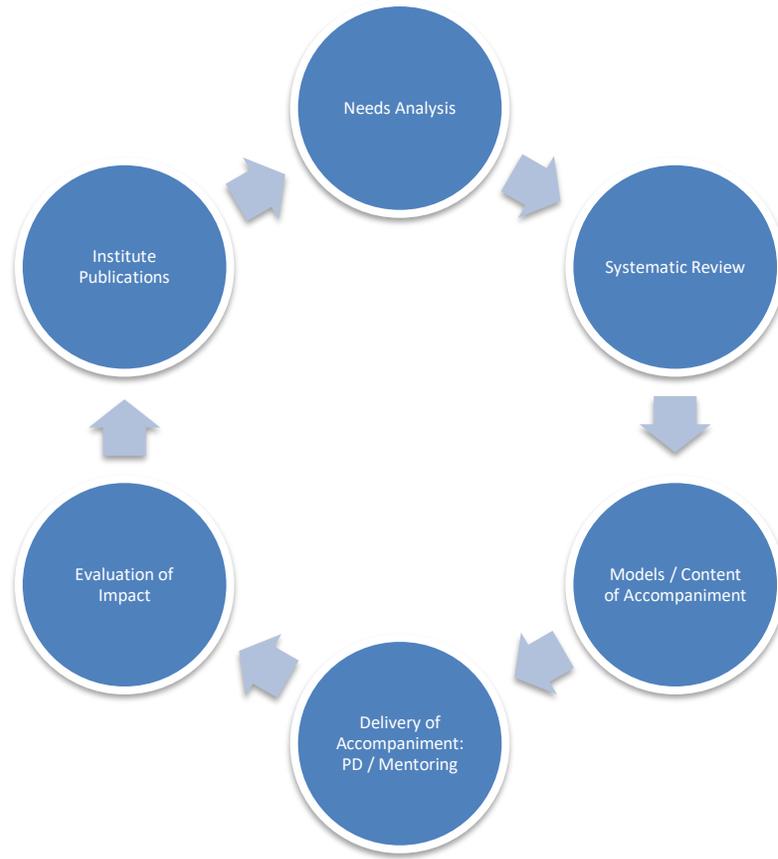
The School Boards/Associations have developed different mechanisms for the recruitment and mentoring of new teachers. The method and sophistication of these projects depends on the individual organization. LCEEQ has provided support in coordinating provincial plans.

Within the context of an Institute of Excellence, once again this pilot could be the focus for both a literature review and local research initiatives given the strong link with LCEEQ and the three Universities providing teacher preparation in the English sector. Some areas of investigation could include:

- What are the existing various means to provide support to new teachers entering the profession?
- How can young teachers who feel vulnerable avail themselves of support networks?
- How can the Universities and eventual employers strengthen the bridge between studying to be a teacher and first employment?
- Are there mechanisms that can be used across various School Boards/Associations to develop a provincial support network for beginning teachers?
- What role does technology and social media play in providing new teachers access to both support and quality educational resources?

Institute of Excellence in English Education

Cycle of Development



TASK	DRIVING QUESTIONS
Needs Analysis	What questions do the institutions have? What is the distribution of new teachers and new administrators throughout each institution? What are the institutions currently have in place to mentor new teachers or administrators?
Systematic Review	What does the research tell us about mentoring and accompanying new teachers? What does the research state about professional development models? What kind of accompaniment does a new administrator need?
Models of Accompaniment	What is the best design of accompaniment?

Delivery of Professional Development	How will LCEEQ deliver the models of accompaniment? Will there be local or provincial PD? Will there be local funding with guidelines?
Evaluation of Impact	What is the short term and long-term impact of our mentoring and professional development models? What is the provincial, local impact? Is further research stimulated?
Publication of Results	What are the answers to the institutes' questions? What will be the format of delivery of the answers?