



# Annual Report

## 2020-2021

November 2021

## 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.

<b>A.A.E.S.Q.</b> (Association of Administrators of English Schools of Quebec)	Ralph Mason Pela Nickoletopoulos (to 21-03-18) Peggy McCourt (balance of the term)
<b>A.C.E.S.</b> (Administrators for Complementary Educational Services)	Lisa Falasconi Second position was vacant
<b>CEGEP's</b> (English Colleges Steering Committee)	John McMahon - DG Vanier
<b>ADGESBQ</b> (Directors General of School Boards)	Cindy Finn* – LBPSB
<b>School Board Representatives</b>	Stewart Aitken - WQSB Mat Canavan – LBPSB Geoffrey Hipps* – SWLSB – <b>LCEEQ President</b> Stéphane Lagacé- CQSB Eva Lettner - ETSB Lisa Mosher – ESSB Jessica Saada – RSB Anna Sanalidro – EMSB James Walker – NFSB
<b>I.S.A.T.</b> (Independent School Associations' Table)	Sidney Benudiz - AJDS Antonia Zannis - QAIS

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

\*Member of the Steering Committee

The Assistant Deputy Minister of the Ministry of Education for the English sector, the two representatives of the Ministry of Education, 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**

**2020-2021**

**Approved June 4, 2020**

Steering Committee 2020-2021	Regular 2020-2021
<b>Thursday, August 20, 2020</b> ZOOM plan September	All meetings were held via ZOOM
	<b>Thursday, September 10, 2020</b>
<b>Friday, September 11, 2020</b> Plan November	
	<b>Thursday - Friday November 12-13, 2020</b> Strategic Planning
<b>Friday, November 20, 2020</b> Plan January	
	<b>Thursday, January 14, 2021</b>
<b>Friday, January 15, 2021</b> Plan March	
	<b>Monday-Tuesday February 8-9, 2021</b> Annual Conference
<b>Tuesday, February 9, 2021</b> following Conference Plan April Seminar	
	<b>Thursday, March 11, 2021</b>
<b>Friday, March 12, 2021</b> Plan June	
	<b>April 29-30, 2021</b> Annual Seminar
<b>May 13-14, 2021</b> – Special Planning	
	<b>Thursday, June 3, 2021</b>

## **LCEEQ Strategic Plan**

This year marked the creation of a new **LCEEQ Strategic Plan 2021-2023**.

Much of the regular meeting time during the year, including two days devoted to the process (November 12-13, 2020), focused on updating the plan.

The complete plan can be located in the “Documents” section of the LCEEQ Website at <https://lceeq.ca>. A copy is included in Appendix I for immediate reference.

## **Overview of Meetings Throughout the Year**

Given the restrictions of the pandemic, all meetings were held via ZOOM and were half day sessions unless specified (e.g., November 12-13, 2020).

At the September meeting there was a review of the Committee membership for the year, and a ratification of the Steering Committee.

The previous Spring, an application for a pilot project then entitled: ***Teacher Mentoring and Educational Leadership: Research to Practice*** was approved and so the Committee engaged in a discussion as to the characteristics that a Project Manager should possess in order to fulfill the mandate of the two-year process.

Following an interview process, **Trista Hollweck** was hired to oversee the project. Two subcommittees were created: the **Developmental Evaluation LCEEQ Team** (DELT) composed primarily of University representatives and the **Design Committee** made up of members from the various LCEEQ constituent groups. These Committees met regularly throughout the year under the leadership of Trista Hollweck.

The project is now known as **Accompaniment: Practice & Research**. The focus of the first year was a needs assessment. A questionnaire was circulated across the province in Spring 2021. An analysis was conducted, and a preliminary report of the findings is anticipated in November 2021. All pertinent documentation is available on the LCEEQ website.

The September meeting also included a roundtable discussion of the various COVID19 strategies and experiences across the various institutions. The exchange produced a series of “wins” (improvements in digital teaching, more comfort with online platforms) and “challenges” (increased anxiety on both educators and students, teacher shortages).

At the two-day strategic planning meeting in November, Ainsley Rose animated a complete review of the existing Strategic Plan (2016-2020) with the intention of creating a Strategic Plan 2021-2023. The document went through a series of evolutions throughout the balance of the year. A final plan was approved at the LCEEQ Annual Seminar in April 2021.

The focus of the January 2021 meeting was the critical topic of **Black Lives Matter – Implications for our schools/institutions**. **Annick Maugile Flavien**, Founding Coordinator of the Black Perspectives Office (BPO) and Co-Chair of the President's Task Force of Anti-Black Racism at Concordia University was the featured presenter. She shared a PowerPoint presentation and led the table in a workshop on “*Development of an Anti-Discriminatory Framework for the Educational Environment*” considering:

- A definition of discrimination
- Common forms of discrimination
- How does discrimination appear in the educational environment?
- How does this relate to the LCEEQ mandate?
- Common challenges, and barriers

In March, we began to investigate the possibilities of what our education system might look like following the COVID pandemic. There was a strong sentiment to “return to normal” following the disruptions, but there were many who felt that this was an opportunity to keep the best of what was considered the normal while examining those areas that needed some thoughtful consideration moving forward.

To this end, **Will Richardson** and **Homa Tavangar** of the **Big Questions Institute** were invited to animate members of the LCEEQ Table on what was sacred and so we must maintain in our educational offerings, and what areas we could consider for improvement.

This topic was deemed as sufficiently important to continue the reflection at the April meeting to determine how it could be incorporated into the development of the new Strategic Plan. Subsequently, a research proposal was presented to the Ministry entitled; ***What Does the English-speaking Educational Community in Québec Envisage Beyond the Pandemic?*** Funding for a two-year proposal was approved. A report of the findings is expected for June 2023.

The June meeting saw the Committee considering the important issue of mental wellness. **Anthony McLean**, a speaker who has delivered numerous talks across North America presented: **The Intersection of Mental Health and Racism**. This session focused on the importance of mental wellness but also linked back to the concept of Black Lives Matter discussed in January.

## **Mental Wellness**

LCEEQ collaborated with a number of partners: the Canadian Mental Health Association (CMHA), the Development and Intrapersonal Resilience Research Team (McGill University), the Center for Excellence in Mental Health, and the Community Health and Social Services Network (CHSSN) in preparing a webinar in conjunction with the World Health Organization’s celebration of mental wellness that was scheduled for October 2021.

## LCEEQ Newsletter

Issues sixty-four through seventy-six of the LCEEQ on-line Newsletter were published during the 2020-2021 academic year. All issues of the Newsletter are archived on the website at <https://lceeq.ca>.

## LCEEQ Annual Conference

The twelfth annual LCEEQ conference was organized to provide a professional development opportunity for the English-speaking educators across the province. The theme was “**Global Commitment Through Local Action.**” In order to address this timely issue, we identified four of the **United Nation’s Sustainable Development Goals** as the focus for both the keynote and workshop presentations:

- *Ensure healthy lives and promote well-being for all at all ages.*
- *Ensure inclusive and quality education for all and promote lifelong learning.*
- *Take urgent action to combat climate change and its impacts*
- *Promote just, peaceful, and inclusive societies.*

Given the restrictions imposed by the pandemic, this was the first virtual LCEEQ Annual Conference.

Keynote speakers were

- **Andy Hargreaves** - Leading from the Middle - Before, During and Beyond the Pandemic
- **Fernando Reimers** - Building an Education Renaissance after COVID-19
- **Sheila Watt-Cloutier** - From Local to Global
- **Michael Fullan** presented a session during the lunch period Day 1 (an Eat and Meet)

The Featured speakers included:

- **Drew Edwards** - Representation Matters: Relearning to See Ourselves and See Others
- **Keya Lamba** - Work Locally, Share Globally: Low-Tech Distance Learning Solutions to Reach every Learner in 2020
- **Karen Mundy** - Sustainable Development Goal 4 and the Future of Education
- **Adam Pirie** - Educating Secondary Students in an Age of Unprecedented Interconnectedness
- **Ainsley Rose** - From Brush Fires to Forest Fires: Leading Change for Global Commitment Through Local Action
- **Rosemary Sadlier** - How to Address Racism: Personally, Academically and Socially
- **Homa Tavangar** - How to Build Global Competence (and Compassion) Amidst Global Crises

The program included fifteen 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 completed as designed so an extension to December 2021 was granted.

## **Professional Development Sub-committee (PDSC)**

Membership:

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

## **Calendar of Meetings**

Half day meetings via ZOOM on:

Thursday, September 17, 2020

Thursday, November 19, 2020

Thursday January 21, 2021 - cancelled

Thursday March 18, 2021

Thursday, May 20, 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.

### 2020-2021

- ✓ Number of Applications received: 83
- ✓ Value of All Applications: \$ 701 047.
- ✓ Number of Approved Applications: 41
- ✓ Value of Approved Applications: \$ 298 561.

## Professional Development Projects

Due to the impact of COVID-19 all face-to-face activities scheduled for the year 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. Nine webinars were offered by the Math Animators (DNA Team) who provide the annual in-person sessions. Four refresher sessions were offered to teachers who had previously attended Summer Institutes, and an additional four were offered to teachers who had never been to a Summer Institute but were interested in knowing more about the process. In addition, a special session was offered to Resource Teachers at the Elementary level.

Given the success of similar webinars that were offered the previous summer, a series of webinars were available during the regular school year. There were sessions presented by the DNA Team, as well as sessions presented by local Math Consultants. These sessions were rated highly by participants.

It is important to note that all of the plans that had been made to hold face-to-face sessions in the previous two summers that were made impossible by COVID19 have been transferred to Summer 2022. If the conditions permit, the annual Summer Institutes held at Manoir St. Sauveur will resume.

As part of the **Leadership for School improvement** series, **Ainsley Rose** offered two webinars entitled: **People & Relationships are more important than skills & things - Part One** (April, 2021) and **Part Two** (August 2021). **Karen Power** led a webinar entitled: **Using your Great Power in May 2021**.

# Appendix I

Strategic Plan 2021 – 2023



**Leadership Committee for  
English Education in Québec**

**Strategic Plan  
2021-2023**

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.

### **Preamble**

The number associated with each Strategic Goal is to facilitate discussion, not to establish priority. A timeline document will be published at each meeting of the LCEEQ to monitor the progress made for each of the actions proposed.

## **Strategic Goal One**

Be a visionary and strategic body that advises and influences decisions regarding education in Québec.

### **What we will do**

LCEEQ will focus on the needs of the English Educational Community as a whole; and it will identify and develop means to improve student success.

### **How we will do it**

LCEEQ will:

- engage in active reflection on current matters and future prospects that impact the English Educational Community;
- develop and/or support strategies which address the educational needs of the English Educational Community in the youth, adult, vocational, CEGEP, and university sectors;
- collaborate with educational partners, particularly the Direction du soutien au réseau éducatif anglophone (DSREA);
- keep the English Educational Community well informed of actions taken by the Committee.

## Visionary and Strategic Body

ACTION	TARGET	EVIDENCE OF IMPACT
<ul style="list-style-type: none"> <li>● Provide opportunities for the English Educational Community to identify, examine and respond to relevant issues</li> <li>● Identify and examine orientations based on the nature and specific needs of the English Educational Community</li> <li>● Promote evidence-based strategies to support student learning</li> </ul>	<ul style="list-style-type: none"> <li>❖ Opportunities for members to communicate the view of the organization they represent, and deliver LCEEQ information to same</li> <li>❖ A collective voice delivering messages with consistency and clarity</li> <li>❖ Correspondence (examples: position papers, briefs, letters) related to the needs identified by the English community</li> <li>❖ Initiatives that contribute to student success</li> </ul>	<ul style="list-style-type: none"> <li>➤ The number and type of issues brought to the LCEEQ table for consideration/action</li> <li>➤ Analysis of the alignment of LCEEQ initiatives with needs identified by the system</li> <li>➤ Analysis of participation trends in LCEEQ events ( e.g. number of post-secondary attendees at the Annual Conference)</li> <li>➤ Existence of specific initiatives (ex: Math Institute, Conference)</li> <li>➤ Record of reflection and actions following presentations at LCEEQ</li> <li>➤ Number of affiliate groups that have LCEEQ as a standing item on their meeting Agenda</li> </ul>

<p><b>Visionary and Strategic Body</b></p> <ul style="list-style-type: none"> <li>● Serve as a resource to all the Assistant Deputy Ministers</li> <li>● Collaborate with other English Educational Community partners</li> </ul>	<ul style="list-style-type: none"> <li>❖ On-going communication across educational levels</li> </ul>	<ul style="list-style-type: none"> <li>➤ Number and type of discussions/feedback requested by the ADMs.</li> <li>➤ Invitation to MEQ consultations</li> <li>➤ Analysis of collaborations with various agencies (CHSSN, QUESCEN, ...)</li> </ul>
<ul style="list-style-type: none"> <li>● Regularly publicize the actions taken by the Committee</li> </ul>	<ul style="list-style-type: none"> <li>❖ Regular communication to inform the community of actions taken</li> </ul>	<ul style="list-style-type: none"> <li>➤ Analytics related to Website, Newsletter, and Social Media</li> <li>➤ Number of affiliates who have direct links to the LCEEQ website on their home page</li> </ul>

## **Strategic Goal Two**

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

### **What we will do**

LCEEQ will develop and articulate positions to the Ministry of Education, its members, and other appropriate groups on educational issues relevant to the English Educational Community.

### **How we will do it**

LCEEQ will:

- capitalize on successes and act on the challenges within the English Educational Community;
- support the delivery of English educational services including any adaptations, as required;
- communicate to the Ministry unified and strategic positions on English educational issues;
- interface/collaborate with related groups



## Advocate for Timely Delivery of Resources

ACTION	TARGET	EVIDENCE OF IMPACT
<ul style="list-style-type: none"> <li>● Identify strengths and challenges related to policy development, program elaboration, implementation, and evaluation followed by articulation of positions and recommendations to the Ministry</li> <li>● Collect relevant information, research, positions, and recommendations from organizations represented on LCEEQ</li> </ul>	<ul style="list-style-type: none"> <li>❖ Regular communication with the Ministry on issues pertaining to pedagogy, andragogy, and complementary educational services</li> <li>❖ LCEEQ's positions and recommendations are communicated to the Ministry in a timely fashion</li> </ul>	<ul style="list-style-type: none"> <li>➤ Attendance of ADM(s) at meetings to ensure communication with the ministry</li> <li>➤ Log of communications with Ministry and other stakeholders</li> <li>➤ Specific examples of how LCEEQ has contributed to changing policies</li> </ul>
<ul style="list-style-type: none"> <li>● Invite Ministry representatives, as well as those of other relevant groups to participate in themed meetings</li> <li>● Ensure representation in provincial initiatives that impact the delivery of services to the English Educational Community by being recognized as an official partner</li> </ul>	<ul style="list-style-type: none"> <li>❖ Key stakeholders, including Ministry representatives, invited to meetings</li> <li>❖ LCEEQ is considered a reputable source of information by the Minister/Ministry of Education</li> </ul>	<ul style="list-style-type: none"> <li>➤ Attendance and participation of Ministry and Community representatives at LCEEQ meetings and events</li> </ul>
<ul style="list-style-type: none"> <li>● Ensure that resources and services are available in English</li> <li>● Identify critical areas where the linguistic policy must be properly applied (e.g. exam preparation)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Appropriate and consistent application of policies to respect the rights of the English Educational Community</li> </ul>	<ul style="list-style-type: none"> <li>➤ LCEEQ remains current on the schedule of release of English documentation</li> <li>➤ LCEEQ brings to the attention of the ADM issues related to the application of the linguistic policy</li> </ul>

### **Strategic Goal Three**

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

#### **What we will do**

LCEEQ will support timely and effective, evidence-based professional development opportunities, within available resources for personnel who impact on student success.

#### **How we will do it**

##### **LCEEQ will:**

- provide support through the Professional Development Subcommittee;
- maintain centralized professional development funding procedures;
- measure outcomes of professional development undertaken by LCEEQ.

## Support Professional Development

ACTION	TARGET	EVIDENCE OF IMPACT
<ul style="list-style-type: none"> <li>Align resources, human and financial, to address identified needs within the English Educational Community</li> </ul>	<ul style="list-style-type: none"> <li>Communication of PD initiatives with all stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Reports of the Professional Development Subcommittee (PDSC)</li> <li>Attendance and feedback from participants as to the relevance of PD offerings</li> </ul>
<ul style="list-style-type: none"> <li>Ensure that Professional Development initiatives are aligned with the orientations as identified by the LCEEQ Committee</li> </ul>	<ul style="list-style-type: none"> <li>Effective, evidence-based PD contributing to student success</li> <li>Enrichment for in-service and preservice teachers, administrators, and other personnel providing services to students</li> <li>Effective practices to attract, support and retain teachers and administrators and other personnel providing services to students</li> </ul>	<ul style="list-style-type: none"> <li>Outcomes of the Teacher Mentorship /Educational Leadership Pilot</li> <li>Measure frequency of attendees at LCEEQ PD sessions</li> </ul>
<ul style="list-style-type: none"> <li>Ensure professional development offered to the French Sector by the Ministry exists within the English Educational Community</li> </ul>	<ul style="list-style-type: none"> <li>Equitable professional development services for all in the province</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of PD sessions offered by MEQ to the French Sector and those offered in English</li> </ul>

## **Support Professional Development**

- Measure the effectiveness of PD sessions on a short-term and long-term basis

❖ Appropriate measures of evaluation are implemented, and results used to assist future decisions

- Appropriately designed feedback and effectiveness measurements for PD.
- Focus groups to determine long-term effectiveness over time