



Annual Report

2021-2022

September 2022

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.

<p>School Board Representatives</p>	<p>Educational services: Stewart Aitken – WQSB Mat Canavan– LBPSB Geoff Hipps – SWLSB Stéphane Lagacé- CQSB Eva Lettner - ETSB Lisa Mosher – ESSB Jessica Saada - RSB Anna Sanalidro – EMSB James Walker – NFSB</p> <p>Complementary services: Lisa Falasconi - WQSB Marylène Perron - CQSB</p> <p>Adult Education and Vocational Training: Fred Greschner - SWLSB Lucie Roy – RSB</p>	<p>saitken@wqsb.qc.ca mcanavan@lbpsb.qc.ca ghipps@swlauriersb.qc.ca stephane.lagace@cqsb.qc.ca lettner@etsb.qc.ca lisa.mosher@essb.qc.ca JSaada@rsb.qc.ca asanalidro@emsb.qc.ca jwalker@nfsb.qc.ca</p> <p>lfalasconi@wqsb.qc.ca marylene.perron@cqsb.qc.ca</p> <p>fgreschner@swlauriersb.qc.ca LRoy@rsb.qc.ca</p>
<p>ADGESBQ – School Board Directors General</p>	<p>Cindy Finn</p>	<p>cfinn@lbpsb.qc.ca</p>
<p>CEGEP’s</p>	<p>John McMahon (Vanier)</p>	<p>dg@vaniercollege.qc.ca</p>

A.A.E.S.Q.	Ralph Mason - WQSB Bonnie Mitchell – NFSB	rmason@wqsb.qc.ca bmitchell@nfsb.qc.ca
I.S.A.T.	Holly Hampson Sidney Benudiz	hollyhampson@gais.qc.ca sidney.benudiz@aidsmontreal.org
Q.P.A.T.	Andrew Adams Mike Di Raddo Melanie Massarelli Anne-Marie Rheubottom	aadams@emsb.qc.ca mdiraddo@gpat-apeq.qc.ca mmassarelli@ltu.ca arheubottom@gpat-apeq.qc.ca
Professionals (FPPE)	Caroline Erdos - SWLSB Lise Lecompte - LBPSB	cerdos@swlauriersb.qc.ca llecompte@lbpsb.qc.ca
Special-status Board Educational Services Representatives	Cree – Kimberly Quinn Kativik – Eric Olsthoorn Littoral – Katia Tardif	kquinn@cscree.qc.ca erik.olsthoorn@kativik.qc.ca ktardif@csdulittoral.qc.ca
English-sector Universities	Joseph Levitan (McGill) Roma Medwid (Concordia) Dawn Wiseman (Bishop's)	Joseph.levitan@mcgill.ca Roma.medwid@concordia.ca dwiseman@ubishops.ca
Non-voting members		
Assistant Deputy Ministers	Jean-François Constant (MES) Georges Lemieux (Interim) (MEQ) Marie-Josée Blais as of January 2022	jean-francois.constant@mes.gouv.qc.ca Georges.Lemieux@education.gouv.qc.ca marie-josée.blais@education.gouv.qc.ca
DSREA	Boyd Lavallée Raphaël Charrier	Boyd.Lavallee@education.gouv.qc.ca raphael.charrier@education.gouv.qc.ca
LEARN	Christine Truesdale	ctruesdale@learnquebec.ca
Coordinator	John Ryan	iryan@videotron.ca

Steering Committee Members

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, 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. All meetings were held in the ZOOM platform. 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 2021-2022 Approved – June 3, 2021

Steering Committee 2021-2022	Regular 2021-2022
Thursday, August 19, 2021 plan September	
	Thursday, September 9, 2021
Friday, September 10, 2021 Plan November	
	Thursday November 25, 2021
Friday, November 26, 2021 Plan January	
	Thursday, January 13, 2022
Friday, January 14, 2022 Plan March	
	Monday-Tuesday February 7-8, 2022 Annual Conference
Friday, February 11, 2022 Plan April Seminar	
	Wednesday March 23, 2022
Friday, March 25, 2022 Plan June	
	April 28-29, 2022 Annual Seminar
May 19-20, 2022 Special Planning	
	Thursday, June 2, 2022

LCEEQ Strategic Plan

This year marked the first year of **LCEEQ Strategic Plan 2021-2023**.

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 ongoing restrictions of the pandemic, all meetings were held via ZOOM and were half day sessions unless specified (e.g., April, 2022).

Membership in LCEEQ is based on a two-year cycle. Since the September meeting was the first assembly for the new cycle, the President, Cindy Finn acknowledged the following new members:

- **Bonnie Mitchell** (AAESQ) returning to the Table
- **Marylène Perron** (new ACES rep)
- **Fred Greschner** (new PROCEDE rep)
- **Caroline Erdos** (new Professionals’ rep)
- **Lise Lecompte** (new Professionals’ rep)
- **Melanie Massarelli** (new QPAT rep)
- **Kimberly Quinn** (Cree) returning to the table
- **Katia Tardif** (new Littoral rep.)

Given that the Assistant Deputy Minister for the English Sector position was vacant, the Ministry representatives were **Georges Lemieux**, Interim ADM, Ministry of Education and **Jean-François Constant**, Directeur général des politiques et de la performance, Ministry of Higher Education. On her appointment as Sous-ministre adjointe Secteur du réseau éducatif anglophone, des relations interculturelles et des Autochtones in January 2022, **Marie-Josée Blais** assumed her place on the Committee.

A serious preoccupation of the Committee was what our educational policies and practices might look like following the pandemic. There had been a major upheaval in classrooms at all levels from the ongoing impact of COVID-19. Although distortive, it also provided the opportunity to examine what education might look like moving forward.

To assist in the enquiry, **Will Richardson** and **Homa Tavangar**, co-founders of the **Big Questions Institute** were invited to animate a discussion around what they posed as the nine questions that needed to be considered. LCEEQ members reflected on these crucial matters.

A major responsibility of LCEEQ members is the mandate to serve as a conduit for information to and from the organization the individual represents. Given the scope of this topic LCEEQ afforded the opportunity for constituent groups to set-up meetings locally. Will Richardson and Homa Tavangar were engaged to animate these twenty-two such sessions.

This was the first phase of a Research Project headed by **Dr. Alain Breuleux of McGill University** designed to address the question: **What Does the English-speaking Educational Community in Québec Envisage Beyond the Pandemic?**

In September, **Trista Hollweck**, Manager of the **Accompaniment Project: Practice & Research**, initiated in 2019-2020 provided an update on what occurred during the first year and what was planned in the second year of the two-year project.

Throughout the year Trista Hollweck provided regular updates of the various phases of the project and submitted a report at its completion in June 2022. The Report, which contained several recommendations for action is presently being studied by the Steering Committee. Following the review, decisions will be forthcoming on the recommendations and the complete documentation will be available on the website.

In November the Committee focused on the “Valorization Consultation” initiated by the Ministry whose intent was to make certain that the important role of the teacher was recognized. An important part of this initiative was to facilitate the recruitment of young people to consider teaching as a career. Anne-Marie Rheubottom presented the main points of a brief that QPAT had submitted as part of the brief to the Minister.

At the same meeting, **Dr. Tracy Vaillancourt**, the primary author of the Royal Society of Canada (RSC) Task Force presented on the report entitled: **CHILDREN AND SCHOOLING DURING COVID-19 AND BEYOND: Engagement and Connection Through Opportunity.**

The January meeting saw an excellent presentation by **Heather Scott**, ALDI Project Coordinator, and **Anne-Marie Rheubottom** on **Role of the Elementary Remedial Teacher: A QPAT-ALDI Collaboration.**

The March meeting included two reports on current political topics. **Geneviève Dugré**, Secretary General at the Lester B. Pearson School Board provided an update on Bill 9, the **Act respecting the National Student Ombudsman.**

This was followed by a presentation by **Russell Copeman**, QESBA Executive Director, who addressed the theme: **Bill 96** Act respecting French, the official and common language of Québec. The information forded an excellent opportunity for the Committee to consider the implications on the CEGEP network.

The full-day April Seminar provided the opportunity for the annual review of the LCEEQ Strategic Plan 2021-2023. The exercise comprised a look back to see what had been accomplished during the year and a look forward determining the focus for the coming months. The discussion included the two major research projects underway; the **Accompaniment Project: Practice & Research** and the **Post-Pandemic Research Project** ensuring that these were well entrenched in the actions moving forward.

Mental Wellness

LCEEQ collaborated with the Center for Excellence in Mental Health, and the Community Health and Social Services Network (CHSSN) in preparing two webinars associated with wellbeing. These sessions emanated

from a similar success venture the previous year in which participants responded very favourably to having additional sessions.

Two themes were selected for the ninety-minute webinars: in April the focus was on **Sleep Hygiene** animated by **Dr. Ruth Gruber** and **Dr. Marie-Helene Pinestri**.

The second session focused on the importance of **Social Connections** led by **Dr. William Bukowski**, **Dr. Nina Howe**, both of Concordia University and **Russ Kueber**, CHSSN Director or Programming.

LCEEQ Newsletter

Issues seventy-seven through eighty-seven of the LCEEQ on-line Newsletter were published during the 2021-2022 academic year. All issues of the Newsletter are archived on the website at <https://lceeq.ca>.

LCEEQ Annual Conference

The thirteenth annual LCEEQ Conference was organized to provide a professional development opportunity for the English-speaking educators across the province. The theme was “**The Reflective Practitioner**”, an occasion for reflection and collegial exchange on a number of issues including: a deeper understanding of learning, how the curriculum should enhance such, the role of assessment, equity, and diversity, optimizing technology, and the importance of health and well-being for all.

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

Keynote speakers were

- **Alfie Kohn** *The (Progressive) Schools Our Students Deserve*
- **Will Richardson & Homa Tavangar** *Meeting the Moment with Fearless Inquiry: Using Questions to Design a Relevant, Just, and Sustainable Path Forward*
- **Dr. Jennifer Williams** *Teach Boldly: A New Approach for the Future of Education*
- **Rachael Mann** *Prepare for Impact*

The Featured speakers included:

- **Andrew Campbell** *Creating, Fostering, and Sustaining Intentional Spaces of Belonging in our Schools and Disrupting Deficit Thinking in Schools.*
- **Joanne McEachen** *Making the Important Measurable Not the Measurable Important and Authentic Mixed Method Assessment*
- **Lisa Blackwell** *Growth Mindset*
- **Ainsley B. Rose** - *Revisiting The Fifth Discipline: The art and practice of the learning organization*
- **Shane Safir** *A Next Generation Model of Equity, Pedagogy and School Transformation.*
- **Jennifer Williams** *Purpose Driven Ed Tech Projects in the K-12 Classroom and Sustainable Classroom: Building for a Better Future with the SDGs.*
- **Laura McBain** *Designing for Futures and New Literacies for Leaders*
- **Michael Kuczala** *Why Classroom-Based Activity is Critical in the Post-Pandemic Era*
- **Rachael Mann** *The Future of Work*
- **Will Richardson & Homa Tavangar** - *Deep Dive: Post-Pandemic Strategic Design for Schools*
- **Gabriel Rshaid** *Personalized Learning Network Project*

The program included ten workshops by local presenters:

- **Sammar Abboud** A Culture Change Through ICT
- **Gloria Longo** *When Adversity Becomes Opportunity: Embracing Distance Education During the Covid-19 Pandemic and Beyond*
- **Dawn Wiseman** *Reflecting on practice through interdisciplinary PBL and student-directed STEM inquiry*
- **James Gore** *What Teaching in Drug Rehab Taught Me About Teaching All Students*
- **Jason Ferris** *Accompaniment and Creating a Culture of Collective Efficacy : An interview with Dr. Trista Hollweck*
- **Stephanie MacKinnon** *Establishing a Culture of Feedback in a Hybrid Teaching Model*
- **Andrea Nouvet** *In support of cross-disciplinary peer partnerships to foster reflection, professional development and support*
- **Claudine Turnbull** *Teacher-Mentor Program*

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).

In the Spring of 2022, a Pilot Project entitled **John Killingbeck Teacher/Administrator Scholarship Program – Category B** was introduced. If a project is deemed eligible, the school/centre could invite in experts to support an administrator in implementing a change in practice and providing tailored professional development to the school/centre team. Details can be found on the website.

Professional Development Sub-committee (PDSC)

Membership:

Name	Position	Organization	Email
Aynsley Devine	PDSC Chair	LCEEQ	ayns@patdevine.com
Christie Brown	Vice Principal	AAESQ	cbrown16@lbpsb.qc.ca
Dominique Daoust	Principal	LBPSB	ddaoust@lbpsb.qc.ca
Tina Morotti	Consultant	Riverside SB	tmorotti@rsb.qc.ca
Patricia Peter	McGill lecturer	McGill	pbrownpeter@gmail.com
Tammy Brewster	Elementary Teacher	QPAT	tbrewster@emsb.qc.ca

Rick David	PROCEDE	EMSB	rdavid@emsb.qc.ca
Marty Roberts	Secondary Teacher	QPAT	robertsm@edu.etsb.qc.ca
Cheryl Cantin	DSREA Representative	Ministry	cheryl-patricia.cantin@education.gouv.qc.ca
Anthony Singelis	CEGEP	Champlain	asingelis@crcmail.net
John Ryan	LCEEQ Coordinator	LCEEQ	jryan@lcee.q.ca

Calendar of Meetings

Half day meetings via ZOOM on:

Friday, October 22, 2021

Thursday, December, 16, 2021

Thursday March 17, 2022

Thursday, June 9, 2022

Aynsley Gill Devine has served on the PD Subcommittee since its inception, first as a secondary teacher and for the last four years as Chair of the Committee. At the June meeting Aynsley announced that she would not longer be serving the Committee. LCEEQ wishes to express gratitude for her many years of service and to wish her well as she continues to pursue her many other interests.

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.

2021-2022

- ✓ Number of Applications received: 86
- ✓ Value of All Applications: \$ 563 217.
- ✓ Number of Approved Applications: 59
- ✓ Value of Approved Applications: \$ 341 852.

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 **Summer Math Institute 2021**, **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. Eight sessions were presented in August 2021 by the DNA Math Team, and an additional eight workshops were scheduled in the winter and Spring of 2022. This second series of workshops were designed for teachers who had not had the Summer Institute experience, but who were interested in professional development. Local Math Consultants also offered four webinars during the school year.

As part of the **Leadership for School improvement** series four webinars were scheduled:

- *The Science of Influence: Understanding the power and purpose of leading people*
Two part – March 2022 by **Ainsley Rose** and April 2022 by **Kara Vandas**.
- A Culture of Connection and Caring - **Kristina Beauchesne**
- Socially Just Schools, Student Voice, & Leadership – **Joseph Levitan**
- Things that Go Bump in the Night – **Laurie Hillis**

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

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

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"> ● 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, research, positions, and recommendations from organizations represented on LCEEQ 	<ul style="list-style-type: none"> ❖ Regular communication with the Ministry on issues pertaining to pedagogy, andragogy, and complementary educational services ❖ LCEEQ's positions and recommendations are communicated to the Ministry in a timely fashion 	<ul style="list-style-type: none"> ➤ Attendance of ADM(s) at meetings to ensure communication with the ministry ➤ Log of communications with Ministry and other stakeholders ➤ Specific examples of how LCEEQ has contributed to changing policies
<ul style="list-style-type: none"> ● Invite Ministry representatives, as well as those of other relevant groups to participate in themed meetings ● Ensure representation in provincial initiatives that impact the delivery of services to the English Educational Community by being recognized as an official partner 	<ul style="list-style-type: none"> ❖ Key stakeholders, including Ministry representatives, invited to meetings ❖ LCEEQ is considered a reputable source of information by the Minister/Ministry of Education 	<ul style="list-style-type: none"> ➤ Attendance and participation of Ministry and Community representatives at LCEEQ meetings and events

<ul style="list-style-type: none"> ● Ensure that resources and services are available in English ● Identify critical areas where the linguistic policy must be properly applied (e.g., exam preparation) 	<ul style="list-style-type: none"> ❖ Appropriate and consistent application of policies to respect the rights of the English Educational Community 	<ul style="list-style-type: none"> ➤ LCEEQ remains current on the schedule of release of English documentation ➤ LCEEQ brings to the attention of the ADM issues related to the application of the linguistic policy
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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"> Align resources, human and financial, to address identified needs within the English Educational Community 	<ul style="list-style-type: none"> ❖ Communication of PD initiatives with all stakeholders 	<ul style="list-style-type: none"> ➤ Reports of the Professional Development Subcommittee (PDSC) ➤ Attendance and feedback from participants as to the relevance of PD offerings
<ul style="list-style-type: none"> Ensure that Professional Development initiatives are aligned with the orientations as identified by the LCEEQ Committee 	<ul style="list-style-type: none"> ❖ Effective, evidence-based PD contributing to student success ❖ Enrichment for in-service and preservice teachers, administrators, and other personnel providing services to students ❖ Effective practices to attract, support and retain teachers and administrators and other personnel providing services to students 	<ul style="list-style-type: none"> ➤ Outcomes of the Teacher Mentorship /Educational Leadership Pilot ➤ Measure frequency of attendees at LCEEQ PD sessions
<ul style="list-style-type: none"> Ensure professional development offered to the French Sector by the Ministry exists within the English Educational Community 	<ul style="list-style-type: none"> ❖ Equitable professional development services for all in the province 	<ul style="list-style-type: none"> ➤ Analysis of PD sessions offered by MEQ to the French Sector and those offered in English

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