



Annual Report  
2022-2023

October 2023

## 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><b>School Board Representatives</b></p>	<p><b>Educational services:</b></p> <p>Stewart Aitken – WQSB          Mat Canavan– LBPSB          Lynda da Silveira – SWLSB          Deborah Foltin – ESSB          Stéphane Lagacé- CQSB          Eva Lettner - ETSB          Jessica Saada - RSB          Anna Sanalidro – EMSB          James Walker – NFSB</p> <p><b>Complementary services:</b></p> <p>Lisa Falasconi - WQSB          Marylène Perron - CQSB</p> <p><b>Adult Education and Vocational Training:</b></p> <p>Fred Greschner - SWLSB          Lucie Roy – RSB</p>	<p><a href="mailto:saitken@wqsb.qc.ca">saitken@wqsb.qc.ca</a>  <a href="mailto:mcanavan@lbpsb.qc.ca">mcanavan@lbpsb.qc.ca</a>  <a href="mailto:ldasilveira@swlauriersb.qc.ca">ldasilveira@swlauriersb.qc.ca</a>  <a href="mailto:deborah.foltin@essb.qc.ca">deborah.foltin@essb.qc.ca</a>  <a href="mailto:stephane.lagace@cqsb.qc.ca">stephane.lagace@cqsb.qc.ca</a>  <a href="mailto:lettner@etsb.qc.ca">lettner@etsb.qc.ca</a>  <a href="mailto:JSaada@rsb.qc.ca">JSaada@rsb.qc.ca</a>  <a href="mailto:asanalidro@emsb.qc.ca">asanalidro@emsb.qc.ca</a>  <a href="mailto:jwalker@nfsb.qc.ca">jwalker@nfsb.qc.ca</a></p> <p><a href="mailto:lfalasconi@wqsb.qc.ca">lfalasconi@wqsb.qc.ca</a>  <a href="mailto:marylene.perron@cqsb.qc.ca">marylene.perron@cqsb.qc.ca</a></p> <p><a href="mailto:fgreschner@swlauriersb.qc.ca">fgreschner@swlauriersb.qc.ca</a>  <a href="mailto:LRoy@rsb.qc.ca">LRoy@rsb.qc.ca</a></p>
<p><b>ADGESBQ – School Board Directors General</b></p>	<p>Cindy Finn</p>	<p><a href="mailto:cfinn@lbpsb.qc.ca">cfinn@lbpsb.qc.ca</a></p>
<p><b>CEGEP's</b></p>	<p>John McMahon (Vanier)</p>	<p><a href="mailto:dg@vaniercollege.qc.ca">dg@vaniercollege.qc.ca</a></p>

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<b>Special-status Board Educational Services Representatives</b>	Cree – Kimberly Quinn Kativik – Eric Olsthoorn Littoral – Katia Tardif	<a href="mailto:kquinn@cscree.qc.ca">kquinn@cscree.qc.ca</a> <a href="mailto:erik.olsthoorn@kativik.qc.ca">erik.olsthoorn@kativik.qc.ca</a> <a href="mailto:ktardif@csdulittoral.qc.ca">ktardif@csdulittoral.qc.ca</a>
<b>English-sector Universities</b>	Joseph Levitan (McGill) Roma Medwid (Concordia) Dawn Wiseman (Bishop's)	<a href="mailto:Joseph.levitan@mcgill.ca">Joseph.levitan@mcgill.ca</a> <a href="mailto:Roma.medwid@concordia.ca">Roma.medwid@concordia.ca</a> <a href="mailto:dwiseman@ubishops.ca">dwiseman@ubishops.ca</a>
<b>Non-voting members</b>		
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<b>DSREA</b>	Boyd Lavallée Cheryl Cantin	<a href="mailto:Boyd.Lavallee@education.gouv.qc.ca">Boyd.Lavallee@education.gouv.qc.ca</a> <a href="mailto:cheryl-patricia.cantin@education.gouv.qc.ca">cheryl-patricia.cantin@education.gouv.qc.ca</a>
<b>LEARN</b>	Christine Truesdale	<a href="mailto:ctruesdale@learnquebec.ca">ctruesdale@learnquebec.ca</a>
<b>Coordinator</b>	John Ryan	<a href="mailto:jryan@lcee.q.ca">jryan@lcee.q.ca</a>

#### 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 meets 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 2022-2023      Approved June 2, 2022**

<b>Steering Committee</b>	<b>Regular</b>
<b>Thursday, August 17, 2022</b>	
	<b>Thursday, September 15, 2022 SWLSB*</b>
<b>Friday, September 16, 2022 Plan November</b>	
	<b>Thursday November 3, 2022 ZOOM</b>
<b>Friday, November 18, 2022 Plan January</b>	
	<b>Thursday, January 19, 2023 Vanier College</b>
<b>Friday, January 20, 2023 Plan March</b>	
	<b>Monday-Tuesday February 6-7, 2023 Annual Conference ZOOM</b>
<b>Friday, February 17, 2023 Plan April Seminar</b>	
	<b>Thursday March 23, 2023 ZOOM</b>
<b>Friday, March 24, 2023 Plan June</b>	
	<b>April 27-28, 2023 Annual Seminar LBPSB</b>
<b>May 18-19,2023 Special Planning</b>	
	<b>Thursday, June 1, 2023 LBPSB</b>

## LCEEQ Strategic Plan

This year marked the final year of **LCEEQ Strategic Plan 2021-2023**. A copy is included in Appendix I for reference.

A major focus of the year was the development of the Strategic Plan 2023-2026.

### Overview of Meetings Throughout the Year

Membership in LCEEQ is based on a two-year cycle. This year marked the second year of the cycle and included a blending of in-person and virtual meetings using the ZOOM platform. The location for each of the meetings is indicated on the calendar of meetings.

At the outset of the year a resolution was passed appointing Deb Foltin to fill the vacancy on the Steering Committee on the resignation of Jessica Saada. Deb Foltin thus became a Director of the LCEEQ Corporation.

In September, **Dr. Alain Breuleux**, primary researcher of the **Post-Pandemic Project** provided a review of what took place in the first year. Following some twenty-two small group meetings representing all the School Boards and various interest groups four key questions directed the research effort:

- What mechanisms can be incorporated into the educational system to support mental health?
- How do we enhance the capacity to connect curriculum with the lived realities of learners?
- How do we educate ourselves and the community at large to what success in school should look like?
- How should we recognize individual achievement beyond a percentage or letter grade?

At that same meeting, John McMahon, who represents the English-speaking Colleges Committee, provided an update on the developments of Bill 96 and the implications of both the English CEGEP Network and the broader English-speaking Educational Community.

In November **Sandrine Faust**, Executive Director and Co-founder of Alloprof and **Lisa Lorenzetti**, Advisor, provided the Committee with an overview of the services offered to the English-speaking Community through **Alloprof aide aux devoirs**.

In keeping with the intention of collaborating with community partners, **Morgan Gagnon**, Policy Researcher, with the Provincial Employment Roundtable (PERT) provided an overview of a report recently released on Vocational and Technical Training (VVT).

In January we were fortunate to have an onsite meeting at one of our CEGEP facilities. **John McMahon**, Director General of Vanier College, and representative of the English Colleges on the LCEEQ Committee, welcomed everyone to the College. The purpose of the meeting was for LCEEQ members to have a clearer understanding of the CEGEP system. Representatives of the various Departments provided information as to the different services available. The meeting was well appreciated by all members in attendance.

At the March meeting **Dr. Alain Breuleux** returned to provide a progress report on the **Post Pandemic Research Report** to date. He identified the goals of Phase II:

- Build the English Education Network’s capacity to effect change and empirically determine the impact of a change in practice.
- Establish regular, iterative research-practice partnerships (RPPs) that will lessen the gap between the research community and the practice community.
- Review the scientific literature to frame the questions and identify gaps and promising interventions.
- Build and share research-based practices in action and identify the conditions leading to a successful implementation in the network.
- Propose to the *Ministère de l’éducation* changes to practices, processes, and policies.

The March meeting also included an analysis of the Impact of Bill 96 on the Educational System. There were small group discussions related to the concerns/implications of the Bill on the Youth Sector.

At the Annual April Seminar, **Avril Aitken** the representative of Bishop’s University animated a productive two-day review of the accomplishments during the current Strategic Plan 2021-2023 and the steps in developing the Strategic Plan 2023-2026.

The second day of the session saw the recommendations of the **Accompaniment Project** being incorporated into the new Strategic Plan.

To promote collaboration with its partners, LCEEQ welcomed representatives of the Advisory Board on English Education. **Tino Bordonaro**, ABEE Chair, provided a report on two major initiatives: Bill 96 and the new programme, *Culture et citoyenneté québécoise* (CCQ).

The June meeting, the final one of the year had a focus on two pieces of legislation: Bill 23 and Bill 96. LCEEQ had invited Minister Girard to the meeting to address some of the concerns of the English-speaking sector. The Minister delegated his ADM responsible for the English community, **Mr. William Floch**, to represent him at the meeting.

### **Joint Project with Sir Wilfrid Laurier School Board**

As Phase II of a project funded in 2021-2022 with the Sir Wilfrid Laurier School Board, LCEEQ supported the creation of on-line learning modules - the LMS is for pilot study during the 2023-2024 academic year. Following the pilot and necessary refinement, the LMS will be available to all Boards/Associations.

### **Mental Wellness**

Given that the results of the Post Pandemic Project highlighted the importance of mental health, in May LCEEQ provided a two-hour evening webinar entitled *MENTAL HEALTH: BREAKING THE STIGMA AND FINDING SOLUTIONS* featuring **Dr. Gretchen Moran Marsh, Ph.D.**

## **LCEEQ Newsletter**

Issues eighty-eight through one hundred of the LCEEQ on-line Newsletter were published during the 2022-2023 academic year. In recognition of the 100<sup>th</sup> publication readers were challenged to find a reference to “100” hidden within the content. Eligibility to win a prize of a one-hundred dollar book gift card was included as an incentive. The winner chosen at random was **Susan Strano**, the Library Technician at John Rennie High School.

## **LCEEQ Annual Conference**

The fourteenth annual LCEEQ Conference was organized to provide a professional development opportunity for the English-speaking educators across the province. The theme was “**Change is the Only Constant**”, an occasion for reflection and collegial exchange on a number of issues.

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

Keynote speakers were:

- **Dr. Jean Clinton** - *Good at Learning, Good at Life*
- **Margaret Wheatley** - *Learning From Our Experience To Guide Us Going Forward*
- **Dwayne Matthews** - *Are we preparing students for 2019 or 2030?*
- **Kevin Lamoureux** - *The Gifts of the Truth and Reconciliation Commission*

The Featured speakers included:

- **Paul Bennett**- *Reinventing Education; Learning from the Powerful Lessons of the Pandemic*
- **Jamila Dugan** – *Street Data: Climbing Out of Equity Traps and Tropes*
- **Brad Heaven** and **Dan O’Connor** – *A LBPSB Student’s Success Story – The Importance of Technology, Inclusion, and Good Leadership*
- **Kelly Gallagher-Mackay** - *Understanding the impacts of educational disruption & approaches to educational recovery...*
- **Michael Hernandez (x2)** - *Cultural Literacy Projects and Storytelling as Design Thinking*
- **Ainsley B. Rose** - *Change is a Process not an Event*
- **Jean Clinton** - *Relationships: How a reflective practise on connection and belonging creates vibrant learning communities*
- **Kristina Llewellyn & Jennifer Llewellyn** - *A Restorative Approach to Education*
- **Gordon Porter** - *Two Steps to Support School Inclusion*
- **Ai Addyson Zhang** - *Preparing Students for Career- and Life-Readiness: Three Creation-Focused Project*
- **Laurie Hillis** - *To Trust or Not to Trust... That is the Question*

The program included nine workshops by local presenters:

- **Magy Dimitry** - *3, 2, 1 Action! Let’s teach science in a creative way by using performing arts!*
- **Kathryn Peterson** – *Emotional Intelligence in Turbulent Times*
- **Jessica Saada, Karen Rye, and Josie (Giuseppina) Salvatore** - *The School Success Team Initiative; broadening the scope of reflection and action towards student success*
- **Stephanie Anna Domes and Tina Morotti** *Teacher Induction and Mentorship: A Learning Journey*

- **Catherine Korah** - *Setting up a Nurturing Support Centre in your school: An essential solution to helping students*
- **Chris Colley and Carolyn Buteau** - *Teachers Digital Toolkit: Get Your Game On!*
- **Kathleen Murray & Melinda Clifford** - *Reflecting on How We Assess Talk*
- **Anne Beamish & Tatjana Chartrand-Biello** - *The Responsive Curriculum: Diverse Texts in Secondary English Language*
- **AMI & LBPSB representatives** - *Improving school climate: how three schools took concrete actions that led to meaningful change*

### 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/en/project-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.

### Professional Development Sub-committee (PDSC)

Membership:

Name	Position	Organization	Email
Cheryl Cantin	DSREA	MEQ	<a href="mailto:cheryl-patricia.cantin@education.gouv.qc.ca">cheryl-patricia.cantin@education.gouv.qc.ca</a>
Michael Chechile	Retired Senior Administrator	LBPSB	<a href="mailto:chechilemichael@gmail.com">chechilemichael@gmail.com</a>
Sylvie Fortier	Secondary Teacher	QPAT	<a href="mailto:fortiers@edu.etsb.qc.ca">fortiers@edu.etsb.qc.ca</a>
Sandra Greco	Elementary Teacher	QPAT	<a href="mailto:sgreco1@emsb.qc.ca">sgreco1@emsb.qc.ca</a>
Samantha Halpin	Principal	AAESQ	<a href="mailto:shalpin@wqsb.qc.ca">shalpin@wqsb.qc.ca</a>
Geoffrey Hipps	Chair	LCEEQ	<a href="mailto:ghipps@gmail.com">ghipps@gmail.com</a>



Stéphane Lagacé	Director of Educational Services	CQSB	<a href="mailto:stephane.lagace@cqsb.qc.ca">stephane.lagace@cqsb.qc.ca</a>
Brenda Montgomery	Independent School Educator	QAIS	<a href="mailto:montgomeryb@selwyn.ca">montgomeryb@selwyn.ca</a>
Tina Morotti	Consultant	RSB	<a href="mailto:tmorotti@rsb.qc.ca">tmorotti@rsb.qc.ca</a>
Patricia Peter	Lecturer	McGill	<a href="mailto:pbrownpeter@gmail.com">pbrownpeter@gmail.com</a>
Anthony Singelis	Cégep	Champlain College	<a href="mailto:asingelis@crcmail.net">asingelis@crcmail.net</a>
John Ryan	Coordinator	LCEEQ	<a href="mailto:jryan@lcee.q.ca">jryan@lcee.q.ca</a>

Geoffrey Higgs, former Director of Pedagogical Services of Sir Wilfrid Laurier School Board replaced Aynsley Gill Devine as the chair of the PDSC. During this school year, there were 5 half-day meetings held via Zoom on:

- ❖ November 17, 2022,
- ❖ January 12, 2023,
- ❖ March 16, 2023,
- ❖ May 1, 2023,
- ❖ June 15, 2023.

As a result of their work on the 2023-2026 LCEEQ Strategic Plan, the membership requested that the PDSC change its name from the Professional Development Sub-committee to the **Professional Learning and Development Sub-committee**. The Committee welcomed that the recognition of 'learning' would not only include professionally guided learning but as well the many opportunities for self-guided professional enhancement.

During the 2022-2023 school year the sub-committee developed a mandate which was recommended to and accepted by the LCEEQ Steering Committee.

***PLDSC Mandate and Framework for Making Recommendations to the LCEEQ Steering Committee***

*With a focus on student success, the LCEEQ Professional Learning & Development Sub-committee objective is to support the implementation of new and innovative teaching methods, techniques, and technologies, and to improve the overall quality of teaching and learning in the English Education network.*

*The committee will:*

- *analyze the need, either expressed by the network or identified by the committee, by gathering and reviewing data and other relevant information;*
- *collaborate between the Youth, AE/VT, CEGEP and University sectors;*
- *consider current priorities of the English Education Network;*
- *consider current trends in educational research;*
- *consider effective professional learning & development models;*
- *consult the different stakeholders for whom the project might impact.*

*The PLDSC makes recommendations to the LCEEQ Steering Committee.*

The Committee also experienced presentations from the DSREA regarding the Canada/Québec entente funding, a request for support from the MEQ English Language Arts Programme team, continuing support of Mental Health and Wellness initiatives, the new MEQ objectives relating to the Commitment to Success Plans, and potential recommendations for support for teachers of the Preschool program and the impact of increased French instruction at the Cégep level.

### **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.

#### 2022-2023

- ✓ Number of Applications received: 66
- ✓ Value of All Applications: \$ 439 678.85.
- ✓ Number of Approved Applications: 52
- ✓ Value of Approved Applications: \$ 325 282.25.

### **Professional Development Projects**

Following the Covid period when all professional development sessions were held virtually, 2022-2023 saw some activities in-person and some online:

- ✓ Writing Webinars with Linda Rief – four half day webinars were presented
- ✓ Leadership for School Improvement – three in-person days were held in April 2023
- ✓ The Math Summer Institute Resumed at Manoir St. Sauveur for Cohorts 4, 5 and 6.
- ✓ More than twenty-five Math webinars were offered featuring the DNA Team (Dixon, Nolan Adams), Peter Liljedahl, Marian Small, and local Consultants.

# Appendix I



**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, QUESCREN, ...)</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>
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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"> <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