Leadership Committee for English Education in Québec (LCEEQ)

Strategic Plan
2013-2016

Updated – August 2013

Mandate

The Leadership Committee for English Education in Québec – LCEEQ is a collaborative professional learning community established for the purpose of promoting educational leadership in response to the needs of the English educational community of Québec through:

- identification of systemic challenges and conditions for student success;

- short and long-term strategic planning to enhance and support:

    - student learning and effective pedagogical and andragogical practices;

    - professional development and delivery models appropriate to the English sector;

    - the timely availability of resources for the English sector;

- exchange on information between the ministère de l'Éducation, du Loisir, et du Sport (MELS), le ministère de l'Enseignement supérieur, de la Recherche, de la Science et de la Technologie (MESRST) and the community as represented by the LCEEQ;

- systematic review and revision of the purpose, processes and outcomes of the LCEEQ.

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

To be a visionary and strategic body that advises and influences decisions regarding English education in Québec.

What we will do

LCEEQ will focus on the needs of the English sector 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 and future issues;

- implement a communication plan to keep the English education community informed;

- develop and/or support strategies which address the educational needs of the English community;

- collaborate with Secteur des Services aux anglophones, aux autochtones, et aux communautés culturelles (SSAACC);

- support effective processes for student success in the youth, adult, technical/vocational, CEGEP, and university sectors.

Action	Means to be Considered	Expected Outcome
Engage in active reflection on current and future issues	• identify and articulate orientations based on the nature and specific needs of the English sector • Provide opportunities for the English educational community to discuss relevant issues • Collaborate with other organisations in the English educational community • Cultivate a professional and collegial environment for the members of the LCEEQ	→ Host forums to provide opportunities for dialogue and exchange → Visionary planning → Timely and relevant opportunities for professional growth (annual conference). → Meaningful and effective meetings

| Implement a communication plan to keep the English education community informed | • Develop a communication plan

• Establish mechanisms to ensure that messages are delivered in a consistent and timely manner

• Provide informative networking opportunities

• To provide the appropriate means to the committee members so that they can bring information back to the organization that they represent.

• Regularly publicize the actions taken by the Committee

• Inform appropriate individuals/groups of the status, mandate, membership and strategic plan of LCEEQ

• Publish a Newsletter on a regular basis

• Maintain the LCEEQ website

• Promote the role of the committee within the English educational community

• Publish the actions taken by the Committee through the Annual Report

• Circulate documents produced to the LCEEQ committee members and interested members of the English educational community | → Understanding of the role of the LCEEQ in the community; its status mandate, membership, and strategic plan

→ Messages are delivered in a consistent and timely manner

→ Opportunities for members to effectively communicate the view of the organization that they represent.

→ Appropriate means are developed and provided to members on a regular timely basis

→ Publication of the members newsletter

→ Annual report distributed to the members of the committee and partner groups |

Develop and/or support strategies which address the educational needs of the English community;	• Ensure that the English educational community recognizes the important role of LCEEQ and supports its initiatives • Develop LCEEQ positions and recommendations that reflect consensus	→ A collective voice delivering messages with consistency and clarity → Support within the community for the work/ influence of the Committee → Improved understanding and communication so that the needs of the English sector are met → Priority issues are addressed with appropriate information → Correspondence (examples: position papers, briefs, letters) related to the needs identified by the English community
Collaborate with Secteur des Services aux anglophones, aux autochtones, et aux communautés culturelles (SSAACC)	• Lobby and monitor that resources are available in English simultaneously with the French sector	→ Timely availability of resources
Support effective processes for student success in the youth, adult, technical/vocational, CEGEP, and university sectors	• Sensitize professionals to the needs of students, as well as promote the most appropriate strategies to support students, during transitional periods throughout their education. • Collaborate with post-secondary institutions in order to meet common needs	→ Smoother transitions for students → Open and on-going communication among sectors

Strategic Goal Two

To be effectively involved with the MELS and MESRST throughout the development of policies, program elaboration, resource development, implementation, and evaluation, so as to ensure quality education for all learners in the English sector, while advocating for timely delivery of the same.

What we will do

LCEEQ will develop and articulate positions to MELS and MESRST on educational issues relevant to the English educational community.

How we will do it

LCEEQ will:

- proactively reflect on the challenges facing the English educational community;
- support the delivery of educational services including any adaptations, as required, to meet the specific needs of the English educational community;
- become aware at an initial phase of MELS/MESRST's intentions, trends, initiatives, and projects;
- communicate to the MELS/MESRST unified and strategic positions on educational issues.

Action	Means to be Considered	Expected Outcome
Proactively reflect on the challenges facing the English educational community	• Identify strengths and challenges related to policy development, program elaboration, implementation, and evaluation followed by articulation of positions and recommendations to the MELS • Collect relevant information, positions and recommendations from organizations represented on LCEEQ • Transmit LCEEQ's position on specific issues to MELS-MESRST.	➞ LCEEQ's positions and recommendations are communicated to the MELS-MESRST in a timely fashion ➞ Feedback from MELS-MESRST on LCEEQ's positions ➞ Collaborative development of policies, programs and resources
Support the delivery of educational services including any adaptations, as required, to meet the specific needs of the English educational community	• Identify areas of need and propose adaptations as required • Allocate funding to projects which would support the needs of the EEC • Provide opportunities to network • Invite MELS-MESRST representatives and experts to share information regarding current proposals for pedagogical and complimentary services • Consider the information provided by MELS-MESRST when taking positions	➞ Regularly liaise with MELS-MESRST on issues pertaining to education ➞ Theme focused meetings ➞ Presence at the meeting of key stakeholders including ministry representatives

Become aware at an initial phase of MELS-MESRST's intentions, trends, initiatives, projects	• Report by SSAACC at meetings • Exchange between LCEEQ members and MELS-MESRST on topics brought forward • Maintain connectedness with all ministerial departments/services • Ensure representation of the English educational community in provincial initiatives that impact on the delivery of services to the English sector • Compile a list of current initiatives and committees with their English educational community representatives	→ Proactive engagement with the appropriate sectors of the MELS-MESRST → Effective impact on all provincial initiatives that affect the delivery of services to the English sector
Communicate to the MELS-MESRST unified and strategic positions on issues affecting the English educational community	• Inform the MELS' Assistant Deputy Minister on the views of the English educational community • Take every opportunity to remind MELS/MESRST officials of the role of LCEEQ • Cultivate communication between LCEEQ & the MELS/MESRST	→ Speaking as one voice → Ministerial awareness of LCEEQ and invitation to consult on issues relevant to the English educational community. → Effective communication between LCEEQ & MELS-MESRST

Strategic Goal Three

To determine professional development needs and delivery models to meet the needs of the English educational community.

What we will do

LCEEQ will ensure timely and effective professional development for personnel who impact on student success.

How we will do it

LCEEQ will, within its mandate and available resources:

- review and implement the Professional Development Plan in collaboration with our educational partners through the Professional Development Subcommittee;

- collaborate with SSAACC on delivery of *formations ministérielles;*

- maintain centralized professional development funding procedures;

- measure outcomes of professional development undertaken by LCEEQ.

Action	Means to be Considered	Expected Outcome
Review and implement the Professional Development Plan in collaboration with our educational partners (MELS, MESRST, School Boards and Associations...) through the Professional Development Subcommittee	• Ensure that Professional Development is 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 • Provide easily accessible information related to best practices, potential animators, action research and any other resources to support PD activities • Support the development of effective mentorships/accompaniment practices to support and retain teachers and administrators • Foster a supportive environment for cooperating and student teachers • Review the LCEEQ PD Plan annually	→ Support and enrichment for present and in-coming teachers and administrators. → Production of a Resource Directory → Enhanced collaboration and exchange between teacher training centres and schools, schools boards and centres → Presentation of the PD Plan at the Annual Seminar
Collaborate with SSAACC on delivery of *formations ministérielles*	• Ensure professional development to implement and sustain the Québec Educational Program (QEP) and all future MELS' or governmental directives, policies, and initiatives	→ Timely and effective professional development at all levels
Maintain centralized professional development funding procedures	• Target funds for priority activities in accordance with the PD Plan	→ Effective use of funds

Measure outcomes of professional development undertaken by LCEEQ	• 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 training sessions (digital evaluation forms)	→ Effective PD for student success

Strategic Goal Four

To foster active participation of all members and conduct a regular review of its purpose and processes.

What we will do

LCEEQ will ensure that regularly scheduled meetings are relevant and meet the collective needs of the membership and conduct an annual review of purpose and processes.

How we will do it

LCEEQ will:

- enhance and deepen dialogue amongst LCEEQ partners;
- ensure that the agenda reflects the inclusion of substantial, relevant items identified by members;
- reflect on the previous year, modify the Strategic Plan as necessary, and continue to evaluate short and long term goals to address the needs of the English educational community;
- engage all members as active participants contributing to the vision and goals of the committee.

Action	Means to be Considered	Expected Outcome
Enhance and deepen dialogue amongst LCEEQ partners	• Create opportunities for members to network	→ Discussion forums regularly integrated into LCEEQ meetings
Ensure that the agenda reflects the inclusion of substantial relevant items identified by members	• Have a standing item on the agenda of each meeting to solicit issues from members of the Committee to facilitate planning of subsequent meetings. This item should be situated so as to provide adequate time for reflection and discussion	→ Meetings are meaningful and effective for all members of LCEEQ
Reflect on the previous year, modify the Strategic Plan as necessary, and continue to evaluate short and long term goals to address the needs of the English educational community	• Examine the strategic plan and evaluate outcomes • Review the established Rules of Procedure to ensure their effectiveness on an annual basis	→ Evaluation of the success of policy and program decisions/ implementation by the LCEEQ → Review of the long-term and short-term goals → Effective *Rules of Procedure*
Engage all members as active participants contributing to the vision and goals of the committee	• Elicit active participation of the members • Accommodate the diverse needs of the constituent groups	→ Effective meetings and follow-up action