



**Leadership Committee for
English Education in Québec**

**Strategic Plan
2016-2020**

September 2016

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

Act as 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 and future matters;
- develop and/or support strategies which address the educational needs of the English Educational Community in the youth, adult, technical, vocational, CEGEP, and university sectors;
- collaborate with educational partners, particularly the Services aux anglophones, aux autochtones, et à la diversité culturelle of the Ministry of Education;
- keep the English Educational Community well informed;

Action	Means to be Considered	Expected Outcome
Engage in active reflection and discussion on current and future issues	<ul style="list-style-type: none"> • Provide opportunities for the English Educational Community to identify and discuss relevant issues • Identify and articulate orientations based on the nature and specific needs of the English Educational Community • Communicate with minority language groups in other provinces to seek solutions for minority language challenges in education 	<ul style="list-style-type: none"> ❖ Open and on-going communication across levels ❖ Learning from the successes of other minority groups

Action	Means to be Considered	Expected Outcome
Develop and/or support strategies which address the educational needs of the English Educational Community in the youth, adult, technical, vocational, CEGEP, and university sectors	<ul style="list-style-type: none"> • Develop LCEEQ positions and recommendations that reflect consensus • Promote the recognition of the important role of LCEEQ and support its initiatives within the English Educational Community • Promote the most appropriate strategies to support student learning • Establish common goals with other English Educational Community partners • Celebrate success 	<ul style="list-style-type: none"> ❖ A collective voice delivering messages with consistency and clarity ❖ Recognition as a partner by the Ministry of Education ❖ Support within the community for the work/ influence of the Committee ❖ Correspondence (examples: position papers, briefs, letters) related to the needs identified by the English community ❖ Initiatives to support student success at all levels

Action	Means to be Considered	Expected Outcome
Collaborate with educational partners, particularly the Services aux anglophones, aux autochtones, et à la diversité culturelle of the Ministry of Education in a proactive manner	<ul style="list-style-type: none"> • Work together with all groups within the English Educational Community • Serve as a resource to the Assistant Deputy Minister responsible for the English sector and to the Direction des Services à la communauté Anglophone (DSCA) • Lobby that resources and professional development services are available in English simultaneously with those in French • Discuss who the LCEEQ recognizes as partners 	<ul style="list-style-type: none"> ❖ Regular communication and support for initiatives with groups within the English Educational Community ❖ A list of LCEEQ partners ❖ Judicious and productive exchanges with Ministry of Education partners ❖ Timely availability and dissemination of resources in English and French

Action	Means to be Considered	Expected Outcome
Inform the English Educational Community of LCEEQ initiatives.	<ul style="list-style-type: none"> • Employ mechanisms to ensure that information is delivered in a consistent and timely manner • Regularly publicize the actions taken by the Committee • Provide networking opportunities • Encourage LCEEQ members to serve as ambassadors within their respective organizations 	<ul style="list-style-type: none"> ❖ Opportunities for members to communicate the view of the organization that they represent ❖ Messages are delivered in a consistent and timely manner ❖ Continue to capitalize on the use of the LCEEQ website ❖ The publication of a monthly newsletter ❖ Annual Report of activities

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 educational services including any adaptations, as required;
- communicate to the Ministry unified and strategic positions on educational issues;
- interface/collaborate with related groups (e.g. ABEE, TIPSA....)

Action	Means to be Considered	Expected Outcome
Proactively reflect on the challenges facing the English educational community	<ul style="list-style-type: none"> • Identify strengths and challenges related to policy development, program elaboration, implementation, and evaluation followed by articulation of positions and recommendations to the Ministry • Collect relevant information, positions and recommendations from organizations represented on LCEEQ • Promote an understanding of the Ministry of Education linguistic policy on English Education • Identify critical areas where the linguistic policy must be properly applied (e.g. exam preparation) 	<ul style="list-style-type: none"> ❖ Collaborative development of policies, programs and resources ❖ LCEEQ's positions and recommendations are communicated to the Ministry in a timely fashion ❖ Documents reflecting LCEEQ's positions are available on the website. ❖ Appropriate and consistent application of policies to respect the rights of the English Educational Community

Action	Means to be Considered	Expected Outcome
Support the delivery of educational services including any adaptations, as required, to meet the specific needs of the English Educational Community	<ul style="list-style-type: none"> • Identify areas of need and propose adaptations as required • Allocate funding to projects which would support identified needs • Invite Ministry representatives and experts to share information regarding current proposals for pedagogical, andragogical, and complementary services 	<ul style="list-style-type: none"> ❖ Regular communication with the Ministry on issues pertaining to pedagogy, andragogy, and complementary educational services ❖ Key stakeholders, including Ministry representatives, invited to meetings

Action	Means to be Considered	Expected Outcome
Communicate to the Ministry unified and strategic positions on educational issues	<ul style="list-style-type: none"> • Exchange between LCEEQ members and the Ministry • Ensure representation in provincial initiatives that impact the delivery of services to the English Educational Community by being recognized as an official partner • Take every opportunity to inform Ministry officials and Departments of the role of LCEEQ • Publicize the role of LCEEQ 	<ul style="list-style-type: none"> ❖ Proactive engagement and communication between LCEEQ and the appropriate sectors of the Ministry ❖ A listing of current initiatives and committees with their English Educational Community representatives ❖ Recognition of LCEEQ by the Minister/Ministry of Education as an official partner.

Action	Means to be Considered	Expected Outcome
Interface/collaborate with related groups (e.g. ABEE, TIPSA....)	<ul style="list-style-type: none"> • Invite representatives of other groups to participate in themed meetings and accept invitations from same 	<ul style="list-style-type: none"> ❖ Active participation in LCEEQ meetings by members and invited representatives of educational groups

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 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;
- collaborate with the Ministry 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
Provide support through the Professional Development Subcommittee	<ul style="list-style-type: none"> • Ensure that Professional Development initiatives are aligned with the orientations as identified by the LCEEQ Committee • Align resources, human and financial, to address identified needs • Promote the development of the twelve teacher competencies • Promote the development of the ten administrator competencies • Review the LCEEQ PD Plan annually 	<ul style="list-style-type: none"> ❖ Support and enrichment for present and in-coming teachers, administrators, and other personnel providing services to students ❖ Effective practices to support and retain teachers and administrators and other personnel providing services to students ❖ Presentation of the PD Plan at the Annual Seminar

Action	Means to be Considered	Expected Outcome
Collaborate with the Ministry on delivery of <i>formations ministérielles</i>	<ul style="list-style-type: none"> • Ensure professional development proposed by the Ministry related to the Québec Educational Program (QEP) and all future Ministry directives, policies, and initiatives exists within the English Educational Community 	<ul style="list-style-type: none"> ❖ Timely and effective professional development at all levels

Action	Means to be Considered	Expected Outcome
Maintain centralized professional development funding procedures	<ul style="list-style-type: none"> • Target funds for priority activities in accordance with the LCEEQ PD Plan 	<ul style="list-style-type: none"> ❖ Effective use of funds

Action	Means to be Considered	Expected Outcome
Measure outcomes of professional development undertaken by LCEEQ	<ul style="list-style-type: none"> • Measure the effectiveness of PD sessions on a short term and long term basis • Ensure participants have the opportunity to provide feedback on professional development sessions • Share projects with larger educational community • Create an inventory of PD initiatives 	<ul style="list-style-type: none"> ❖ Effective PD for student success ❖ Evaluation data used to assist future decisions ❖ Summary reports and video clips featured on LCEEQ website