

A.A.E.S.Q	Bruzzese Sam	Regrets
A.C.E.S CEGEPS ADGESBQ SCHOOL BOARDS	Mason Ralph	Regrets
	Farnell Gina	
	Finn Cindy	
	McMahon John	Regrets
	Racette Sylvain	Thursday only
	Aitken Stewart	Regrets
	Furfaro Sandra	
	Hipps Geoff	
	Mackey Kandy	On Leave
	Mosher Lisa	
	Smylie Brenda / James Walker	J.W. Thursday am only
	Sutherland Mark	
	Wahba Marie	
	Williams Mary	Regrets
	I.S.A.T.	Hampson Holly
Benudiz Sidney		Thursday am only
P.R.O.C.E.D.E	Jalbert Richard	Regrets
	<del>Pedroso Paula</del> / Mario Argiropoulos	
PROFESSIONALS' ASSOCIATIONS	Bordonaro Tino	
	Scott Arlene / John LeBlanc	
	Adams, Andrew	Regrets
Q.P.A.T.	<del>Fossey, J.P.</del> / Mike Di Raddo	
	Machado, Pasquale	Friday only
	Rhebottom Anne-Marie	Thursday only
SPECIAL STATUS BOARD EDUCATIONAL SERVICES REPRESENTATIVES	CREE – TBA	Regrets
	KATIVIK-Erik Olsthoorn	Regrets
	LITTORAL-Deborah Foltin	Regrets
	Langlois Lise	Thursday only
MEES/DSREA	Lin, Terry Wan Jung	
	Medwid Roma (Concordia)	
UNIVERSITIES	Starr Lisa (McGill) / Alain Breuleux	Lisa Thursday am only
	Wiseman Dawn (Bishops)	
ADM – English Sector	Colpitts Steven	



# LCEEQ Annual Seminar - April 11-12, 2019 - Palace Centre de Congrès - 1717 Boulevard Corbusier, Chomedey, Laval H7S 2K7

**LEARN**  
**Coordinator**  
**Recording Secretary**  
**GUESTS:** Lisa Storuzuk, Ainsley Divine, Kate Lemaistre, Lynn Travers, (Secretariat: William Floch Aki Tchitacov, Hugh Maynard, Annelise Jensen)

Truesdale Christine	Thursday only
Ryan John	
Rosa Angela	

## Day 1 – April 11, 2019

### 9:00 a.m. – WELCOME

- Geoffrey Hips welcomed everyone to the annual seminar and offered a brief reminder of who LCEEQ is and an overview and purpose of the seminar.
- Given that this is the end of the current two-year cycle some new members have been named for 2019-2021. The new members were invited to join the seminar and the President introduced those that were present.
- Introduction of the Animator, Avril Aitken.

Territorial acknowledgement: Avril Aitken acknowledged the meeting space as the traditional territory and home to Indigenous peoples.

### ACTIVITY 1 – REFLECTION AND CELEBRATION OF LCEEQ’S ACCOMPLISHMENTS OVER THE PREVIOUS TWELVE MONTHS (9:05 am to 10:05 am)

- A list of LCEEQ accomplishments (Listed from A to L + M) was deposited and members were asked to individually identify the three they felt were the most significant. They then had to rank the three that were chosen, in order of significance with the number 1 being the most significant. They could also add new accomplishments that may not have been the list under the letter “M” category.
- Members were then divided by groups and were asked to discuss and compare their top three choices.

### RESULTS OF THE TOP THREE

L	Annual Conference
B	Math Focus
D	Adoption of Wellness
M	ADM Presence (was added)

**WHAT DOES THE TALLY OF THE ROOM TELL US?**

- Indicates the importance of mental health and how it impacted schools and teaching staff.
- The focus is on the trying to reduce the strain on the staff and on the system caused by the shortage of qualified people. The boards are looking at strategies for attracting qualified people.
- Mandate: It was noted that the results show the importance put on professional development and the question was raised whether this is a shift from the mandate? It was suggested that a regular review of the mandate might be helpful. Also, the results translate to what we are aware of and there might be other accomplishments that we are not aware
- What is the impact of the Professional Development? Part of the reason it was offered is because it reflects the concerns the community has (Example Math and Wellness). How do we translate the PD into policies for it to make an impact? (Maybe actualize Wellness for example).
- All accomplishments are important – however do they fulfill the mandate and goals? Do we need to revisit the goals or the mandate?
- Other questions that were raised:
  - Strategic plan and the role of LCEEQ for workshops.
  - Pointed to the strength of English community – community exchanges and community building. How much should we focus on what is missing?
  - Student success and what does that mean and how can LCEEQ support
  - What LCEEQ identified as important is also identified in the media.

**REVIEW OF RESEARCH DATA**

**PRESENTATION by WILLIAM FLOCH, ASSISTANT SECRETARY AT THE SECRETARIAT FOR RELATION WITH THE ENGLISH-SPEAKING QUEBECERS**

**(10:25 am to 11:30 am)**

Mr. Floch presented from a distance and the following guests were present as part of the presentation: Lisa Storuzuk (Secretariat), Annelise Jensen (Secretariat), Hugh Maynard (Employability Table) and Aki Tchitacov (Youth Employment Services)

- Mr. Floch presented a powerpoint – entitled “Challenges and Opportunities for the English-Speaking Population and the English-language school system”
- A copy of the PPT was email by John Ryan on April 11, 2019 at 11:32 am
- For further information or questions, please contact [SRQEA.info@mce.gouv.qc.ca](mailto:SRQEA.info@mce.gouv.qc.ca)
- Q & A directed at MR. FLOCH
  - William Floch addressed questions from members
  - Hugh Maynard – reported on a pilot project based on MRCs on socio-economic development in the Gaspé

**DEBRIEF AND RECORDING OF ANY QUESTIONS FOR THE SECRETARIAT (11:30 am TO 12:20 pm)**

Fifty minutes were allocated to the groups to record any questions that could be brought forward to Mr. Floch. Two statements were offered to guide the discussion:

- What can LCEEQ do to bridge and increase collaboration? Are there any specific and individual reactions from the various committees of LCEEQ?
- List any responses, questions and opportunities that LCEEQ or the individual groups might want to bring forward.

**The following were some comments brought forward by individual members:**

- It would be interesting to get the data on the Kindergarten development delay broken even further within individual boards and data by region. In other words can the demographic data be disaggregated?
- More information to see if there is a mismatch between the jobs available and the qualified people
- How can we get a more complete report / view of the First Nations groups that are not represented by the school boards?
- Vocational Training – How can we get a profile of students from four years old to Secondary V – in terms of where they end up? How can we better connect the dots in the student’s pathway.
- We need to know more about the students – beyond the success rates.

**12:30 TO 1:30 LUNCH**

**IMPLICATIONS FOR LCEEQ – LINKS TO THE STRATEGIC PLAN**

**ACTIVITY 2 – MODIFIED JIGSAW**

- Members were divided into six groups. They were asked to follow the ranking system that was provided by Avril Aitken and rank the MEANS that were listed.
  - \* Meets expectations in a basic way
  - \*\* Meets expectations well
  - \*\*\* Exceeds expectation
  - + Additional action would benefit the English Education Community

## Day 2 – April 12, 2019

8:50 a.m. Welcome

Geoff Hipps welcomed everyone back to day two and thanked the members for being here and taking the time away from the office and from families. Geoff also thanked Avril Aitken for taking the group through some interesting and productive conversations.

### 9:00 am to 10:15 am – ANOTHER LOOK AT THE SRQEA AND SETTING THE DIRECTION FOR THE YEAR AHEAD

Question: Is there one idea (spark/inspiration) or possible action that came to mind as you listened to the presentation by William Floch, yesterday?

Members were given five minutes to come up with their individual thoughts and the following are some highlights and questions that were brought forward:

- How can this data/information help with teacher recruitment?
- Allow the student to take the OQLF exam before they go on to cegep and universities
- Staffing and assigning professionals: Data by school will give a better sense to plan and assign to the school where particular needs are.
- Kindergarten readiness: Data does not tell what exactly needs to be tackled – is it a teacher perception? Created more questions than answers. However comments were made that data is supposed to do just that-get you thinking
- Early K –
  - Poverty issue needs to be spelled out more in the data. What impact poverty has on the delay for students.
  - Where is the research that the ministry is using to determine that starting early is better. Compare to Finland where students start at the age of 7. How to handle the need for the additional teachers.
- Developmental Delays – stays with student at all levels – will the resources be carried forward in adult education and vocational training? There has to be better connections between the youth and A
- Employability Data: Apprehension is how will the MEES or how can the community address the English deficit?
- What do we do with this data? Is there people in the system qualified to make use of this data? Is there professional development that can be offered to get staff qualified?
- How can we create partnerships with Universities and use the skill set of understanding data?
- What are those English-language services that we can benefit from – we are probably not aware of all of them.
- Funding and resources do actually do the outreach – how is liaison work going to be managed?

## PROCEDURAL QUESTION BASED ON THE FOLLOWING GOGS IS

Do member organizations connect to SRQEA? How is liaison work going to be managed? What is LCEEQ's role?

## QUESTION: IDENTIFY THREE ACTIONS

### Table 1

- Making partnerships - Know who the organizations are and their pertinence to the education sector. LCEEQ has to make sure that other organizations understand our needs and that we actually fill the gaps we are facing. The communication must be articulate and understood.
- Skills required – identify what training is needed.
- Funding – find a more efficient system to communicate the information/ a process that is more direct.

### Table 2

- Create partnerships – ex CHSSN – LCEEQ to see how to increase the involvement of the CHSSN the LCEEQ (ex: invite them to meetings)
- Develop a possible statement from LCEEQ to the Ministry – On equitable access to minority language services. Any additional funding from the SQREA should not replace what English-language Quebecers have a right to already as taxpayers – LCEEQ does not support the practice of re-routing – we cannot relieve the government from its responsibility to provide equitable services.

### Table 3

- Create partnerships – try to gather research amongst the various organizations is the most efficient way possible. Ex: Find a more sustained structure where this is an ongoing conversation.
- Topic of wellness – try to connect this topic within the larger community – make it vital in a broader sense
- Role of LCEEQ – visioning and advocacy - breaking silos – reaching out – Ex: can other partners be brought into the annual conference

### Table 4

- Create partnerships to support one of the main concerns with regards to the lack of resources – teacher training – Pre-K – special care counseling – resource teacher – lack of professionals
- Focus on partnering with the community schools – creating links to communities.

## Universities

- Increase the reaching out to University to inform them of what the needs of the school boards are
- Early K – might be some funding to increase the pre-k program for teachers
- Increase coordination between youth and university – look at creating a committee or at least opportunities to meet and have discussion
- Recruiting from within the territories in order to have teacher stay and teach in the territories

**10:40 PLANNING FOR ACTION - Members were divided into 5 groups of about four people - no more than 2 new members per group**

Avril Aitken presented a slide with results of yesterday’s activity – per GOAL

**INSTRUCTIONS:**

1. Identify the main issue that needs attention.
2. What can LCEEQ do to address it?
3. Are there terms that could be adjusted to clarify the meaning?

GROUP	Goal 1	Goal 2	Goal 3
<b>1</b>	<ul style="list-style-type: none"> <li>• Invite community organizations to communicate complete information via newsletters</li> <li>• Develop comparative structures and put them in place in other provinces in order to tap into best practices.</li> <li>• Increase the outreach to other groups – including Cree – Kativik</li> <li>• Consider the possibility of adding the participation as guests – CHSSN and SQREA</li> <li>• Who are the key people identified to receive newsletter – share information</li> <li>• The definition of the word Ambassador – still to be resolved</li> <li>• What are the expectations of sharing with the respective networks- information and audience should be defined more clearly</li> <li>• Formally describe role of membership and what is expected from the member.</li> </ul>	<ul style="list-style-type: none"> <li>• Better identify the needs of university and cegep</li> <li>• More clearly identify the audience – how is LCEEQ positioning itself as the voice of English education in Qc?</li> <li>• Identify the best practices in other provinces</li> <li>• Do some research to find out the structures of other advocacy groups and what they do.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify observable elements to measure</li> <li>• Need to develop a better system of sharing / communication should be in place</li> <li>• Would like to have statistics on who receives and who reads the LCEEQ newsletter (get data)</li> <li>• The communication with university has to be ongoing</li> </ul>

GROUP	Goal 1	Goal 2	Goal 3
2	<ul style="list-style-type: none"> <li>• How to build sustaining relationships</li> <li>• Find to include missing voices</li> <li>• Student voice               <ul style="list-style-type: none"> <li>○ Sponsor awards at student events</li> </ul> </li> <li>• Reach out to francophone ministries in the other provinces</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the clarity and understanding of advocacy. What steps are expected from LCEEQ?</li> <li>• Consider if we should expand advocacy beyond the MEES to Curriculum Providers – ex: educational software providers.</li> <li>• Possible action: Create a working group within LCEEQ to flush this out and see what can be considered.</li> </ul>	<ul style="list-style-type: none"> <li>• We should assess the breath of distribution and the impact of the PD offered by LCEEQ</li> <li>• Build into conference the requirement to report back on workshops EX. The John Killingbeck projects.</li> <li>• Expand the PDIGS</li> <li>• Revive the Chantier 7 program</li> <li>• Offer to members P.D. around how to develop partnerships and how to improve/establish effective coordination</li> </ul>
3	<ul style="list-style-type: none"> <li>• To inform ourselves on how we function with partners – Increase the reach out.</li> </ul>	<ul style="list-style-type: none"> <li>• We should have a structure to identify the exact need - once need is established – use the specific partner to fulfill the need</li> </ul>	<ul style="list-style-type: none"> <li>• We should be measuring the impact of the P.D. that was sponsored by LCEEQ.</li> <li>• The group discussed about different models that exist and that might be considered.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Who communicates to whom?               <ul style="list-style-type: none"> <li>○ What is your responsibility as an LCEEQ rep, how do create a channel for reporting back? Is there a formal expectation? (otherwise, the information stays with the individual rep)</li> <li>○ Question: how to have larger impact on wider ed community? Above may be a solution</li> </ul> </li> <li>• Communicate with other English Min Lang Groups in QC that are receiving funding, share perspectives               <ul style="list-style-type: none"> <li>○ There’s an identified concern that we need to bring together other groups</li> <li>○ Could be done via QCGN</li> </ul> </li> <li>• Communicate with Minority Language groups outside the province.</li> </ul>	<ul style="list-style-type: none"> <li>• Advocacy - what does it mean?</li> <li>• Advocacy or feedback has two parts - those providing it, and those receiving it</li> <li>• What other groups are out there?</li> <li>• What other people should be around the table?               <ul style="list-style-type: none"> <li>○ Social services is a missing piece - how do we share the gaps/needs there?</li> <li>○ Board of Trade</li> <li>○ Provincial Representation from Services Quebec</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Increase the collaboration on what training is to be delivered; ideally there would be tighter alignment and consultation.</li> <li>• How can we better measure PD outcomes?               <ul style="list-style-type: none"> <li>○ measuring immediately may not be best measure, look to using the community based-resources we have such as EBPP, Community Learning Centres</li> <li>○ Projects - how to measure impact? Very hard! A lot of anecdotal evidence.</li> </ul> </li> <li>• PD from MEES in two languages at same time               <ul style="list-style-type: none"> <li>○ There must be continued pressure and advocacy around ensuring consistent delivery of services/resources and PD in English</li> </ul> </li> <li>• Having the ADM/Anglophone services around table definitely helps.</li> </ul>

GROUP	Goal 1	Goal 2	Goal 3
	<ul style="list-style-type: none"> <li>• Other provinces education assets a promising idea BUT - Using these might be problematic as may not match our Qc programs</li> <li>• Translation is still required - not always accurate, jargon lost in translation, lobbying + advocacy</li> <li>• Expand partners               <ul style="list-style-type: none"> <li>○ But how do we do so without overlapping services/existing tables</li> </ul> </li> <li>• Define Ambassador</li> </ul>		<ul style="list-style-type: none"> <li>• Need to be more proactive in seeking invitees (I don't actually remember what this referred to specifically, as LCEEQ IS pretty proactive --- if you don't see this on anyone else's sheets, feel free to delete)</li> </ul>
5	<p>Three topics</p> <ul style="list-style-type: none"> <li>• Identify other minority groups that fit within our reality – bridge with them or invite from other province</li> <li>• We should better understand the structures of the First Nation communities before invite them = action could be to request a presentation (s) from DSREA.</li> <li>• Partnership – what does it mean? and can we create difference status groups within the partnership structure – Example: Members: Observers; Supporters; Guests etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a clearer delineation of what groups can partner with us – However is was understood that doing this might result in having to revise the LCEEQ mandate</li> <li>• Action = could strengthen the existing partnerships – enhance the university and cegep collaboration</li> <li>• Need to clarify some terms = who exactly is the English educational community? did not get to the answer</li> </ul>	<ul style="list-style-type: none"> <li>• We should look at how to tackle measuring the impact of P.D. – use outside resources = like EBPP</li> <li>• Consider pairing up with existing conferences ex give sessions at QPAT – partner with their P.D. initiatives</li> <li>• Improve communication - how can we get to teachers who have not heard of LCEEQ – how to promote ex use testimonial and use people to promote</li> <li>• Example of possible action - mini conference using teachers presenting to student teacher at Bishops</li> </ul>

**FINAL ACTIVITY**

- Members were asked to write down “WHAT YOU REALLY HOPE WILL BE ACCOMPLISHED FOR/BY LCEEQ BY THE END OF THE NEXT YEAR”
- The forms with the written responses were collected and the Steering Committee will complete an analysis.

## 1:50 pm to 2:00 pm – LCEEQ BUSINESS

- **EXECUTIVE AND STEERING COMMITTEE 2019-2021**

- President Geoffrey Hipps
- Vice President Cindy Finn
- Past President Sandra Furfaro
- Member at large Marie Wahba
- Member at large Deborah Foltin
- Member at large Roma Medwid

- **TENTATIVE CALENDAR OF MEETINGS**

- A scheduled was deposited and members were asked to pencil in the dates into their calendars. Any conflicts are to be reported back to John Ryan. The calendar will be finalized and approved at the June 2019 meeting.

- **WRAP UP AND ADJOURNMENT**

- Geoff Hipps, on behalf of the whole committee, invited Gina Farnell and Mark Sutherland up to the front. Geoff extended best wishes for a very happy retirement and thanked them for the many years of dedicated work and for their commitment to LCEEQ.
- The Seminar adjourned at 2:05 p.m.