



**MINUTES OF THE MEETING HELD ON
Thursday, November 1, 2018
English Montreal School Board – Laurence Patterson Room
6000 Fielding Avenue, Montreal, H3X-1T4**

Member Organization	Name	
A.A.E.S.Q	Bruzzese Sam	
	Mason Ralph	
A.C.E.S	Farnell Gina	
	Finn Cindy	
CEGEPS	McMahon John	
ADGESBQ	Racette Sylvain	Regrets
SCHOOL BOARDS	Aitken Stewart	
	Furfaro Sandra	
	Hipps Geoff	
	Mackey Kandy	Regrets
	Mosher Lisa	
	Smylie Brenda	
	Sutherland Mark By VCN	
	Wahba Marie	Regrets
	Williams Mary	
	I.S.A.T.	Hampson Holly
Benudiz Sidney		Regrets
P.R.O.C.E.D.E	Jalbert Richard	Regrets
	Pedroso Paula	
PROFESSIONALS' ASSOCIATIONS	Bordonaro Tino	
	Scott Arlene	Regrets
Q.P.A.T.	Adams, Andrew	
	Fossey, J.P.	
	Machado, Pasquale	



	Rhebottom Anne-Marie	Regrets
SPECIAL STATUS BOARD EDUCATIONAL SERVICES REPRESENTATIVES	CREE – TBA	TBA
	LITTORAL-Deborah Foltin	Regrets
MEES/DSCA	Langlois Lise	Regrets
	Lin, Terry Wan Jung	
UNIVERSITIES	Medwid Roma (Concordia)	
	Starr Lisa (McGill)	
	Wiseman Dawn (Bishops)	Regrets
ADM – English Sector	Colpitts Steven	
LEARN	Truesdale Christine	
Coordinator	Ryan John	
Recording Secretary	Rosa Angela	
Guests: ABEE – Kate Le Maistre and Lynn Travers Katherine Baker, EMSB and Krista Smeltzer, Champlain		



1. WORDS OF WELCOME

- Geoff Hipps welcomed everyone to the meeting, with a particular acknowledgment to the new representative from the English-sector Universities, from McGill Dr. Lisa Starr.

2. APPROVAL OF THE MINUTES

- APPROVAL OF THE MINUTES OF THE SEPTEMBER 13, 2018 MEETING

Resolution # 53-2018-11-01

It was moved by Brenda Smylie and seconded by Tino Bordonaro and unanimously resolved that the Minutes of the Regular Meeting of the Committee held on September 13, 2018 be accepted as deposited, following a correction made in the attendance section.

3. PRESENTATION – ABEE Report on the Chambers Report of 1992

Kate Le Maistre and Lynn Travers

- A hard copy of the ABEE report was deposited to each member.
- Kate le Maistre presented a powerpoint – Highlights of areas discussed:
 - ✓ Looking Back – a brief summary of the 1992 report
 - ✓ The three pillars of the report
 - ✓ 2018 recommendation in the ABEE report
- Looking Forward
 - ✓ New Provincial government (Coalition Avenir Québec)
 - Kate Le Maistre shared some of the comments in the press from the Premier François Legault and included primarily comments from the new Minister of Education Jean-François Roberge.
 - Members were divided into small groups (2-3) and asked to give feedback on seven questions. Responses were recorded on flipchart paper. The feedback will help ABEE develop a position on the following:
 - ✓ How does this play out in the English school system
 - ✓ What should ABEE tell Minister Roberge?
- Groups reported to the larger table and the notes on the flipchart paper will be compiled into one document.



PRESENTATION – Well Being – Being Well “The Importance of Movement”

Katherine Baker, Physical Education Consultant, EMSB

Krista Smeltzer, Physical Education Teacher, Champlain College

“The Role of Schools in Supporting Movement and Physical Literacy from K-University”

- The two guests presented aspects of the document: “A common vision for increasing physical activity and reducing sedentary living in Canada: Let’s get Moving”
- The definition of “Physical Literacy” This is a concept that incorporates: Motivation - Physical Competence – Confidence.
- LCEEQ members were led through three Activities:
 - ✓ A “brain boost” activity (1-2-3- stomp, clap, snap)
 - ✓ A Physical Literacy Exercise – members were asked to write on cards:
 - What are the first 3 words that come to mind when you hear the term physical literacy
 - Using the 3 words create two questions about physical literacy
 - Develop an analogy that begins with “physical literacy is....”
 - Compare comments and share with the member next to you.
 - ✓ A Movement Based Learning Activity: Footloose – Having to get up a get 9 questions and answering them back at your seat on at a time)
- May 2-3-4, 2019 Physical Health and Education (PHE) National Conference in Montreal (at McGill)
- Q & A Period

4. REPORT BY ADM – Steven Colpitts

- **Steven Colpitts reported on the following areas**
 - ✓ Jean-François Roberge is the *Ministre de l’Éducation et de l’Enseignement supérieur* and will share the education dossier with Isabelle Charest. Mrs. Charest will be responsible for the loisir et sport dossier.
 - ✓ The mandates that were brought forward during the election and that the new government will focus on are:
 - 4-year old Kindergarten
 - Transformation of school boards into service centers
 - Modernization of school buildings
 - Teacher remuneration
 - Additional time at secondary school for extra-curricular activities

- Files that will continue to be worked on include:

- ✓ School fees
- ✓ Homeschooling
- ✓ More recess time (Health)

- ✓ Entente Canada-Quebec: Heritage Canada is putting forward additional requirements on the Provinces and negotiation is progressing slowly. To date, the provincial government has fronted some of the funding to allow projects to move forward.

- ✓ The four guides for the success plans are available in English and are on the MEES website.

- ✓ The ADM reported on his travels to Nunavik. He was there to discuss the suicide crisis in this area. Following his visit to seven villages he is concerned with how vulnerable the residents are and how little the rest of the province is aware and understand the situation.

- ✓ Steven spoke on how he felt his time spent at LCEEQ meetings could be most productive. Rather than reporting he would prefer to be there to listen to messages and questions from the network. This would prepare him to bring forward, to the Minister of Education, the position of the English network.

- Q & A Period

5. QUESCREN Conference Report – C. Finn and G. Hipps

- Cindy reported on the conference that took place on October 28-29-30, 2018 planned by the Quebec English-speaking Communities Research Network (QUESCREN). Cindy sits on the ILET subcommittee which was created in 2017- This is an inter-level educational table which brings together representatives of Quebec's English-language educational institutions and associations, along with community groups and the public sector.
- Cindy reported on:
 - ✓ The theme: Minority Community Vitality through Education
 - ✓ The keynote speakers:
 - Raymond Th  berge, Canada's Commissioner of Official Languages
 - Collin Williams, Cardiff University
 - Kate Le Maitre ABEE
- Other members who attended the Forum shared their feedback.

6. LCEEQ – BUSINESS ITEMS

6.1. Annual Report – G. Hipps



✓ The annual report for 2017-2018 was circulated prior to the September meeting and members were asked for feedback. One comment was received and the revised version was forwarded on October 17, 2018.

- **Resolution 54-2018-11-01**

✓ It was moved by Roma Medwid and seconded by Cindy Finn and carried unanimously that the 2017-2018 Annual Report be adopted as deposited as of November 1, 2018.

6.2. DSCA Report – Lise Langlois

- Terry Lin reported on the following areas:
 - ✓ DSCA's attendance at the QUESREN conference.
 - ✓ The translation of Sexuality Education documents is almost complete. Anne-Marie De Silva and Mireille Abadie will collaborate on training sessions for the English sector.
 - ✓ FACET – The community has shown great interest in the FACET Funding Program that gives grants to ELA-FSL teams wishing to work collaboratively to teach their respective languages. Acceptance letters have been sent out to over 30 teams of teachers.
 - ✓ (PÉLIQ-AN) Programme d'échanges linguistiques intra-Québec has received less interest. This project provides opportunities for language exchange projects - teachers from the English sector partner up with teachers from the French sector. This project will be going through a revision for next year.

6.3. Annual Conference – John Ryan

- ✓ **Update on 2019**

- John Ryan thanked everyone for promoting the need for workshop proposals and the conference received a larger amount than usual.
- Registration will officially open on November 13, 2018 – information on quotas has been shared with the school board coordinators and the process remains the same as previous years.
- Additional activities (outside of the regular schedule) are being planned for the Conference - related to movement, and will be based on the amount of interest from participants.
- There will be a Session on the Monday evening for parents
- Look for a newsletter with interesting information on the conference

- ✓ **Theme 2020**

- Members were asked to think about it and bring forward any ideas at the next meeting.



6.4. AGENDA ITEMS FOR JANUARY 17, 2019

- ✓ Mr. Floch is attending the Steering Committee meeting tomorrow November 3, 2019.
- ✓ Members were asked to email agenda items to Geoff Hipps and John Ryan.

7. ADJOURNMENT

- 7.1. The meeting adjourned at 2:30 pm.

APPENDIX

LCEEQ Meeting – November 1, 2018 (Item 3)

Discussion prompts and responses based on ABEE's interest in gathering feedback for a potential brief.

- 1. Is education in the English sector mediocre? Has it become dumbed down or not? Examples.**
 - Disconnect between theory of curriculum
 - No, not dumbed down. We need better alignment between what schools do and what the 21st century requires (endorsed by two additional groups)
 - No, not as evidenced by our results
 - Not mediocre
 - Depends how you measure or define “mediocre” – students pass exams but what do they really learn?
 - Dumbed down or bogged down? Our experience shows a drive towards innovation which frequently has to mediate between policy issues and traditional teaching methods (2)
 - Teach CCC through content and emphasize

- 2. Should governance be reformed? Should more power be given to schools? Administrators? Parents?**
 - For schools; administration
 - more power but determine parameters – how do we ensure equity between schools but allow for innovation. How do we provide support for schools with at risk populations?
 - Parents:
 - more power to determine parameters but need awareness of system
Equity and social demographics
 - maintain centralization to ensure equity across schools that simply do not have capacity to carefully act on everything (2)
 - Beware of more power to schools without a hard look at role of training of in-school/centre administrators
 - Need School Boards but review the governance (commissioners, parents, public in general)
 - Yes, provided that schools continue to be supported by School Boards. Administrators need to be recognized and developed as educational leaders (3)
 - Do not confuse commissioners with day-to-day operations
 - Focus in any chosen system must be the students

- 3. What will be the impact of abolishing school boards and establishing regional service centres?**
 - If regions are along linguistic lines – minimal impact. If English + French in region large impact loss of English identity and way of doing things
 - Local needs could become second priority if inadequate representation of English community
 - Concern that it will shift focus away from pedagogy to fighting for resources
 - Schools will lose their support. English community will lose its vitality
 - The English voice gets drowned out unless we have structures like LCEEQ, DEEN PROCEDE, ACES etc.
 - Maintain a pedagogical centre for the English community. Provide service centre for MR/IT.

- 4. What problems are associated with hiring more teachers? More professionals?**
 - Cost associated with hiring. Is more better?
 - Need to address and fund quality programs to prepare more teachers (including inclusive Education, differentiation.....)
 - Not enough professionals. Need to make sure they are qualified (2)
 - Need to ensure collaboration between professionals and teachers
 - Lack of attractiveness to enter the profession (pay, increased stress and expectations) (2)
 - High demand for French speaking teachers across Canada means we train educators only to lose them to other provinces
 - Simplistic to think that we can just “hire” people – training takes time (2+ years)
 - Difficulty in finding qualified candidates
 - Training must be relevant to school realities. Onsite support needed.

- 5. How could funding be made more flexible? (How) would this benefit the English sector?**
 - Decentralized measures allow for flexibility. There needs to be more flexibility in funding parameters. Info Collecte is a problem! (2)
 - Provide a larger envelope instead of multiple and specific measures (2)
 - Fewer grants – direct money to schools to determine use.
 - Create stronger relationships between schools and teacher education programs to better address needs in schools
 - More flexibility but need longer term planning at school level
 - Reduce the bureaucracy – more flexibility in spending of measures
 - Not convinced that spending would be more flexible – could lead to more fights over resources
 - Need advance notice if funding is coming. Resources are wasted without adequate planning time.
 - Funding either too narrow in focus or too broad to be useful

6. What would be the impact of universal four-year old Kindergarten on the school buildings? On hiring?

- Space and resources may be an issue
- Graduate teachers more quickly (3 year B Ed. + 1 G)
- Push down curriculum
- Possible hires of ECE (Early Childhood Educators)
- Possible impact on maturation and development (3)
- How would the curriculum be developed differently?
- Little impact on the building as most schools are not at capacity
- Training for teachers who are not ECE
- Less teachers on recall (currently 10 years wait for open position)
- Depends on physical plant, realities of each Board
- More jobs but match of candidates?
- Review needed to better support four-year-olds with special need. Current funding does not allow coding.

7. Any other issues you feel are important.

- Problems arising from not having a critical mass in our schools
 - Programmes in H.S.
 - Vocational programmes (etc.)
 - Special needs
- Professionals need to be recruited from outside Quebec – how to create those conditions - if they have children will they have to go to French school?
- Translation of important documents and textbooks (3)
- Numbers in the system impact on vitality
- Professional Development in English
- Access to Health and Social Services in English
- What is the place of -/learning and/or alternative learning models?
- More Special Education ration for Elementary school
- Drug Counsellors for H.S.
- More alternative pathways leading to success
- Increased attractiveness of Voc. Ed and Tech programmes at CEGEP
- Competitive compensation for English educators – mobility rest of Canada and International