



**ANNUAL SEMINAR
NOVEMBER 12 AND 13, 2020
ZOOM MEETING**

Member Organization	Name		
A.A.E.S.Q	Mason Ralph (12 full/13 pm)		
	Nickoletopoulos Pela	Regrets	
A.C.E.S	Falascioni Lisa (partial)		
	Caroline Erdos	Regrets	
CEGEPS ADGESBQ SCHOOL BOARDS	McMahon John		
	Finn Cindy		
	Aitken Stewart		
	Canavan Mat (12 pm / 13 full)		
	Hipps Geoff		
	Lagacé Stéphane (partial)		
	Lettner Eva		
	Mosher Lisa		
	Saada Jessica		
	Sanalitra Anna (partial on 12)		
	Walker James		
	I.S.A.T.	Benudiz Sidney	Regrets
		Zannis Antonia (interim replacing Holly Hampson) partial	
	P.R.O.C.E.D.E	Argiropoulos Mario	
		Roy Lucie	
PROFESSIONALS' ASSOCIATIONS	Kettner Paul		
	Le Blanc John		
Q.P.A.T.	Adams, Andrew		
	Di Raddo Mike		
	Machado, Pasquale		
	Rheubottom Anne-Marie		
SPECIAL STATUS BOARD EDUCATIONAL SERVICES REPRESENTATIVES	CREE – TBA		
	KATIVIK-Erik Olsthoorn	Regrets	
	LITTORAL-Deborah Foltin	Regrets	
MEES/DSREA	Lavallée Boyd		
	Lin Terry	Regrets	
UNIVERSITIES	Breuleux Alain (McGill)		
	Medwid Roma (Concordia)		
	Wiseman Dawn (Bishops) (12 only)		
	Colpitts Steven		
ADM – English Sector	Truesdale Christine (12 only)		
	Ryan John		
LEARN	Rosa Angela		
Coordinator			
Recording Secretary			
GUESTS			
Kate Le Maitre and Lynn Travers (ABEE)			
Aynsley Devine (Chair PDSC)			
Trista Hollweck (Thursday afternoon and Friday)			
Vanessa Blaggrave (LCEEQ Tech Team)			



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DAY ONE – NOVEMBER 12, 2020

1. WORDS OF WELCOME

1.1. Geoff Hipps welcomed everyone to the annual seminar which this year will take virtually as we continue managing through unique challenges brought upon by the global health crisis.

2. APPROVAL OF THE MINUTES OF THE SEPTEMBER 10, 2020 MEETING

Resolution # 76-2020-11-12

It was moved by Roma Medwid and seconded by Cindy Finn and unanimously resolved that the Minutes of the Regular Meeting of the Committee held on September 10, 2020 be accepted as deposited.

3. INTRODUCTION OF THE STRATEGIC PLANNING PROCESS – AINSLEY ROSE

3.1. Ainsley began with projecting a painting by Giuseppe Arcimboldo and asked members to report what they saw. The painting's multiple images created several double meanings.

3.2. WONDERINGS : Ainsley followed with a few questions that members were asked to ponder as they would be working on the various activities.

- Is LCEEQ a brand? How widely known is LCEEQ withing the English education community? What is its level of recognition?
- What is your role in championing that cause?
- Is it a priority for you?

- Concept of knowledge management
Three aspects
 1. To know who are the people who have the knowledge
 2. What are the strategics we use to share that knowledge
 3. How do we keep the knowledge

- Today we are working from the known to what we want to maintain. LCEEQ has been in existence for twelve years. How different would the conversation be if we start the strategic plan from scratch?

- How to recruit new people? What level of interest is there to join?



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ACTIVITY NUMBER # 1 – PRE-SESSION REFLECTION

- VIDEO CLIP
- STUDY Harvard 20 years ago – 70% off all change efforts fail – Studies today show similar results
- Leaders have to understand that change leadership is essential
 - Ways to “talk” about change –
 - Create some urgency around that change (through crisis or vision)
 - Connect with people where they are! – 80% of what leaders talk about is of no interest to the people
 - Use resistance as your friend – as leaders you want to know what people are genuinely concerned about
 - Leader should go first – if they don’t see you change then they are not motivated.

- The members were divided into four break-out rooms which were led by the following people: Geoff Higgs, Roma Medwid, Cindy Finn, Anne-Marie Rheubottom.

- A representative from each of the four groups reported back to the main table on the highlights of the pre-session reflection.

- Highlights of comments brought forward:
 - Members had questions regarding the expectation of their role and difficulty of bring back information and getting feedback from the organization they represent.
 - LCEEQ is more effective when communication (back to and from the organizations) is done well.
 - We need to connect to people – so they feel the ownership to make the change
 - Questioned and discussed whether LCEEQ needs to consider to rebuild from scratch - Do the objectives fit current situation?
 - Discussed the notion of branding and identity – is it something LCEEQ wants to attain? Wants to improve?
 - Appreciate the valuable opportunity to network
 - We must focus on the positive aspect of change
 - New definition of partnership and how to make it even better
 - One group focus on the video and their lived experiences
 - Lots of discussion on the role of the leader – to what extend can the leader “Live it” and “Bleed it”. Noted that actions speak
 - One group talked about whether they were appointed to LCEEQ or if they asked to be a member.
 - Agreed positive aspect of LCEEQ is: Common voice/network/sharing ideas



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**ACTIVITY NUMBER #2 - KEEP-DROP-CHANGES EXISTING STRATEGIC PLAN –
FOCUS ON “CHANGE”**

- VIDEO CLIP on CHANGE PRINCIPLES
- Some comments shared by members after viewing the video:
 - The changes that evolved during these months happened because of the “urgency” and the “necessity”.
 - Most members agreed that change should be viewed as an opportunity instead as negative
 - Recognizing notion of also transforming change in ways that matter – change does not mean its broken – use the things that work and evolve to make things better.
 - Positive outcome is the feeling most people have...”while we are at it, why not do this additional change” Change is happening, and the collaboration is excellent.
- Members were divided into their four groups and were asked to focus on the means column of the strategic plan:
 - 1) For each goal, individually identify three to five means, to keep drop or change.
 - 2) Arrive at a group consensus
 - 3) Report back the four results and arrive at an LCEEQ consensus

ACTIVITY NUMBER # 3 – TAKING STOCK AND CELEBRATING OUR SUCCESSES

- Each group was asked to complete Form 2 by identifying the following:
 - List the LCEEQ Key Area-Goal they felt was most successful, list its highlights and report on what they felt was their contribution to its success.
- A general conversation was had and participants shared on what was reported on the forms

ACTIVITY NUMBER # 4 – CREATING EVIDENCE OF IMPACT

- Ainsley proposed that a discussion be had on the “evidence” of impact or “indicators” of impact on student learning. How do we know that students are benefiting from efforts of LCEEQ?
- See Annex A: Notes taken when members reported back to the larger group

4. DAY ONE: ADJOURNED 16:10



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DAY TWO : NOVEMBER 13, 2020

5. Review of Day One

5.1. A roundtable discussion was held and members shared their feedback:

- The time to speak about education instead of Covid-19 was much appreciated and so was the rich discussion.
- Benefit of being a small community who can collaborate so effectively – helps us with being more agile and problem-solve quickly (different from the French sector)
- Appreciated the time on the interesting exercise at looking through the lens of what impact LCEEQ has on student success: Example – how do workshops and PD carry through to changes in the classroom?
- Members found it difficult to keep track of who wanted what – however towards the end the focus and general direction became clearer. Most groups were ok with “messy” – picture got clearer at the end.
- We should select what we want to discuss deeper – if we want to have impact on students in the short-term we need to change some things immediately. However, as it stands now LCEEQ is at higher level and looks at things with a wider lens.
- The most effective and memorable PD were the summer institutes – created a network that lasted and becomes very helpful.
- We should stay away from measuring one PD event – all of the pieces put together creates the overall positive impact to students and to the network.
- We are making headway – quote in the chat: “Instead of making decisions about pedagogical matters, we had to think about pedagogy”
- Appreciated the discussion on “CHANGE” – look at change as a positive thing
- Work on identifying indicators was difficult
- Appreciated the discussion on how “LEADERSHIP” is so important
- Political role of LCEEQ; branding was interesting discussion
- Discussed the difficulty of the exercise on the Means and how hard it is to Drop – was suggested that using the Means was too detailed.

5.2. VARIA

- Article in L ‘ACTUALITÉ – LE SUCCÈS SCOLAIRE DES FRANCO-ONTARIENS ET DES ANGLOIS QUÉBÉCOIS
- A copy of article was emailed to members by John Ryan. Cindy Finn was thanked for bringing it to the table’s attention.

6. INCORPORATION OF THE PILOT PROJECT

6.1. TRISTA HOLLWECK – “Teacher mentoring and education leadership – research to practice”

- Trista presenter a PowerPoint presentation.



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A roundtable discussion was held on the following two QUESTIONS

LEADERSHIP

What are the most efficient support networks, methods, strategies to consolidate the impact of school leadership on student learning?

MENTORING

How can we invite, recruit or enroll post secondary students into choosing teaching as their field of study?

ACTIVITY NUMBER # 5

DEVELOPING A THEORY OF ACTION STATEMENT - *Theory of Action T-Chart*

If...

Then...

The groups were asked to develop two action statements for leadership and mentoring and then report back to the larger group.

7. LCEEQ BUSINESS ITEMS

7.1. Report of the ADM

- Steven Colpitts began his report by acknowledge the resilience of our network and thanked everyone for the continuous hard work and dedication.
- Changes in personnel
 - ✓ New Deputy Minister is Alain Sans Cartier
- National Conference on Digital Tools
 - ✓ DSREA was invited late to the planning table and although there is simultaneous translation, there aren't many workshops in English. This will be rectified for next year.
- Referential for Teacher Competencies will be published next week (last time done 20 years ago)
- Distance learning
 - ✓ Survey: results indicate there approximately 2000 in the English sector. Numbers seem to be increasing
- TÉLUQ course for teachers which was available only in French. Reference material will be made available in English
- Additional planning days-boards are moving forward with scheduling these
- Conseil supérieur de l'éducation: Their recent briefs might be of interest to the network – accessible on their website.
- Announcement of extending the Christmas break.



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- ✓ Members shared comments received from teachers and principals, and highlighted common concerns.
 - ✓ general consensus was to continue the learning in light of the gaps that have already happened.
 - ✓ Already very busy dealing with all the implications and the work that needs to be done to adjust to additional and new last-minute changes.
 - ✓ May created hybrid models because of the need to have schools remain open due to different reasons.
 - ✓ Monitoring the implementation of the curriculum is a concern.
 - ✓ The question was asked if this applies to the AEVT sector.
- Q&A period
- It was suggested to have seat at LCEEQ for a representative for the Higher Education sector. The Steering Committee will discuss this further.

7.2. Annual Report

Resolution # 77-2020-11-12

- Members were asked to notify John Ryan of any required changes to the report that was deposited by email. Seeing that none were received it was moved by Roma Medwid and seconded by Cindy Finn and unanimously resolved that the annual report be approved.

7.3. Conference 2020

- John Ryan shared his screen and gave an overview of the program. He brought a few points to the members' attention. He addressed some particularities of this year's conference due to it being done virtually

8. ADJOURNMENT

- 8.1. The meeting adjourned at 15:00 following a motion by Roma Medwid.