MINUTES OF THE SPRING SEMINAR HELD ON April 29, 2022
ZOOM MEETING

Member Organization	Name	
School Board Representatives	Stewart Aitken – WQSB	Regrets
	Mat Canavan– LBPSB	Partial
	Geoffrey Hipps – SWLSB	
	Stéphane Lagacé- CQSB	Partial
	Eva Lettner - ETSB	Partial
	Lisa Mosher – ESSB	
	Jessica Saada - RSB	
	Anna Sanalitro – EMSB	Regrets
	James Walker – NFSB	Partial
Complementary services:	Lisa Falasconi - WQSB	
	Marylène Perron - CQSB	Regrets
Adult Education and Vocational Training	Fred Greschner - SWLSB	
	Lucie Roy – RSB	Regrets
ADGESBQ - School Board Directors General	Cindy Finn	
CEGEPS	John McMahon	
A.A.E.S.Q.	Ralph Mason	
	Bonnie Mitchell	Regrets
I.S.A.T.	Holly Hampson	
	Sydney Benudiz	Regrets
QPAT	Andrew Adams	Partial
	Mike Di Raddo	
	Melanie Massarelli	
	Anne-Marie Rheubottom	
PROFESSIONALS' ASSOCIATIONS	Caroline Erdos	Regrets
	Lise Lecompte	
Special-status Boards Educational Services Representatives	Cree S.B. – Kimberly Quinn	
	Kativik S.B. – Erik Olsthoorn	Regrets
	Littoral S.B. – Katia Tardif	
English-sector Universities	Bishops - Dawn Wiseman	Partial
	Concordia - Roma Medwid	
	Joseph Levitan – McGill	

Non-voting members		
Assistant Deputy Ministers	Marie-Josée Blais	Regrets
DSREA	Boyd Lavallée	
	Raphaël Charrier	Regrets
LEARN	Christine Truesdale	
LCEEQ Coordinator	John Ryan	
GUESTS **Ainsley Rose** **Tino Bordonaro - ABEE** **Lynn Travers – ABEE** **Alain Breuleux** **Trista Hollweck**		

1. WORDS OF WELCOME

Cindy Finn opened the meeting with a welcome and a land acknowledgement.

2. APPROVAL OF THE MINUTES

Resolution #95-2022-04-29

It was moved by Anne-Marie Rheubottom , seconded by Roma Medwid and unanimously resolved that the Minutes of the meeting of March 23, 2022, be approved as distributed..

3. LCEEQ Strategic Plan Review

The focus of the Annual Seminar was to review the LCEEQ Strategic Plan 2021-2023 , assessing what was accomplished in the current year and to determine those areas that should be highlighted in the coming year. The session was facilitated by **Ainsley Rose**.

He established three objectives for the session:
- Review our current three-year plan
- Explore the recommendations of the Accompaniment Project
- Consider the future of the Post-Pandemic Research Project.

He invited participants to share their greatest success of the school year to date. Among the examples cited:
- an emphasis on providing support to members of the Departmental team (Stéphane Lagacé)
- progress in the areas of Inclusion/Diversity (Cindy Finn)
- providing support for a struggling school – building trust (Roma Medwid)
- Intentionality/Presence - doing things that are important (Mike Di Raddo)

Members were initially grouped into triads in breakout teams and charged with completing a Jamboard to examine the three LCEEQ Strategic Goals in the context of two questions:
- How are we focused on the ACTIONS of each goal?
- Is our evidence quantitative or qualitative?

The second part of the activity was to SOAR – the opportunity to consider STRENGTHS, OPPORTUNITIES, ASPIRATIONS and RESULTS.

The results of the deliberations can be found in **Appendix I**.

4. <u>**Future of Education (Research Project)**</u>

Dr. Alain Breuleux, Principal Researcher, provided an update on the progress in the first year of the project entitled: *What Does the English-speaking Educational Community in Québec Envisage Beyond the Pandemic?*

Phase One of the project which focused on information gathering through twenty small group sessions animated by Will Richardson and Homa Tavangar is now complete. General themes were identified:
- ❖ Wellbeing – both physical and mental
- ❖ Community – relationships, dialogue, resources and power
- ❖ Accompaniment structures – sustained support

Phase Two will include a set of *design challenges*, common across the groups, proposed as priorities for further development in the form of design-based collaborative action research, oriented toward practical, systemic action. The process will include a combination of design sprint and change laboratory.

This can be viewed at the Phases of Understand, Plan, Do, Study, Act
- Rapid cycles of learning from practice
- Recognizing the need for change
- Understanding how the current situation came about
- Envisioning, creating, and concretising new models and ways of doing
- Implementing and studying the new model

In summary, we wish to continue the process of "questioning", "reflecting" and "reimagining" what could be a more equitable, 21st century approach to English education in Quebec.

The detailed presentation can be found in **Appendix II**.

5. <u>**Accompaniment Project**</u>

Dr. Trista Hollweck provided the latest update on the Accompaniment project. Her presentation focused on the interim recommendations presented at this time so as to be considered in light of incorporating such into the deliberations on the Strategic Plan review.

The Recommendations are:

> ➢ Accompaniment advocate (Facilitator/Project manager)
> ➢ Mentor-Coach professional learning & development (virtual modules)
> ➢ New Leaders professional learning & development (virtual modules)
> ➢ Accompaniment professional learning network (PLN) for leads
> ➢ Accompaniment embedded into the PDIG process (ways to collaborate, mentoring and coaching protocols & processes, etc.)
> ➢ Joint research projects overseen by LCEEQ
> ➢ Knowledge mobilization channels increased within the LCEEQ

6. **Connecting Future of Education and Accompaniment to the Strategic Plan**

Members worked in groups of four to address the question: *How might the "Future of Education" research project and the Accompaniment Project enhance or alter the three strategic goals of LCEEQ?*

The detailed comments emanating from these discussions can be found in **Appendix III**.

7. **Website Update**

Vanessa Blagrave was invited to share with the full Committee plans for an upgrade of the LCEEQ website that are planned for the summer months. The message was presented in the form of a short video which outlined the proposed changes and the rationale for such.

8. **Steering Committee Vacancy**

Cindy Finn reminded the membership that because of the pending retirement of Geoffrey Hipps, LCEEQ Vice-President, there will be a vacancy on the Steering Committee for the second year of the current two-year cycle. She stated that we were accepting nominations for the position and encouraged all members to give thought to the process.

9. **ADJOURNMENT**
 On a motion by Geoff Hipps the meeting was adjourned at 3:15.

APPENDIX I

Jamboard Summary

Strategic Goal #1-
Be a visionary and strategic body that advises and influences decisions regarding education in Québec.

- more of a mission statement than a strategic goal
- Meeting on the topic of ombudsman - Communicating with the ministry, sharing information
- Provide an opportunity for the educational community to examine and respond to relevant issues
- QPAT-ALDI Remedial Teacher Supporting document - document went to consultation at various tables - intent to impact practice through sharing and discussions at LCEEQ - evidence of impact at school and SB levels, dialogue and clarification of practice
- Letter re Bill 96 (responding to voices expressed in community)
- Number of signatures of support for letter/positions
- Many discussions at various tables, difficult (for each member) to know the impact
- Identify and examine orientations based on the English ed community
- We've made contributions: letters that have combined with others to have some impact
- Promote evidence-based strategies to impact student learning
- "Collaborate with other English Educational Community partners": strengthen and enhance this goal
- Evidence based math project
- Collaborating with different partners on projects - CHSSN, EPCA, QUESCREN etc.
- Is there a way to map out the strategic goals and initiatives between different committees and "directions" to ensure evidence-based practices and common endeavours are recognized - and gaps can be addressed (in terms of PD, priorities,...)??
- Follow the language, use of "LCEEQ language" in meetings and specific documents
- Identify and focus on the needs of the English Educational Community as a whole and develop means to improve student success
- Volume not always best (don't use too much soap)
- Are individual LCEEQ members formalizing their sharing of what goes on at meetings?
- Potential to review goal 1? / what does impact mean?/ what are the metrics
- Review consultative briefs of other organizations for LCEEQ impact
- Issues are brought to Steering Committee from CEGEPS from the English Colleges Steering Committee and vice versa

Strategic Goal #2
Advocate for the timely delivery of quality educational resources and support for the English sector.

- Hard for individual members to further the actions
- More quantitative evidence needed to evaluate whether ADM issues related to the application of the linguistic policy are being addressed in a timely fashion.
- Future of Education - research project - 20 small group meetings with stakeholders and a parent session - demonstrating - evidence is qualitative in terms of the meetings
- Accompaniment Project - qualitative through consultative committees - Design Team, Research Team, surveys, quantitative data from the surveys
- Big Questions/Accompaniment projects - Very applied and flexible for individual members, have data that is being collected and can be acted on
- Outcomes of the Teacher Mentorship /Educational Leadership Pilot - We have been kept informed of the progress but not an analysis of the outcomes.
- Align resources, human and financial, to address identified needs within the English Educational Community - Allocate resources, human and financial, to address identified professional development needs within the English Educational Community
- Adoption of teacher induction programs / accompaniment
- Future of Education - research project - 20 small group meetings with stakeholders and a parent session - demonstrating - evidence is qualitative in terms of the meetings
- Request the ADM to prepare an Annual Report summarizing the recommendations from LCEEQ and the follow-up from the MEQ and/or MES as a result.
- Linguistic policy - should be revisited
- Have we clearly articulated our goals to the Ministry?

Strategic Goal #3-
To support professional development to meet the needs of the English Educational Community.

- Best practice: math institute, various workshops (Linda Rief) and the main event annual conference
- Broadening the scope of our educational community with a variety of speakers and workshop providers. Linking this to local presenters on issues (inclusive ed.) with direct experiences based in our community schools.
- provide support through the Professional Development Subcommittee; - the support piece is vague. In certain areas, we are directly organizing PD, in others we are funding initiatives. Support might not be the most appropriate word.
- Communication of PD initiatives with all stakeholders - This target does not seem appropriately connected to the action.
- "Measure frequency of attendees at LCEEQ PD sessions" - lacks connections with the outlined action.
- LCEEQ conference took place. Representation from many school boards took place indicating this was communicated through many groups.
- Reports from JK scholarships and PDIGs are taking place.
- LCEEQ conference took place. Representation from many school boards took place indicating this was communicated through many groups.
- Reports from JK scholarships and PDIGs are taking place.
- Align resources human and financial to meet needs
- Provincial PD delivered by MEQ needs to be equal in terms of number of offerings and accessibility in the respective second language.
- The PD offering is overwhelming; the time and energy to implement can be a challenge
- Leadership webinar series
- Do we keep the orientation around reconciling French pd offered and English?
- Time needed to process the PD
- Easiest of the three strategic goals to see evidence
- Our key observation is that there is a lack of alignment between the action, target, and evidence. This lack of alignment makes the evaluation of our progress difficult. This is an area worthy of further exploration by the steering committee.
- Is there a way to track the "residual" impact of the PD? (probably would take too much time and resources)?
- Following from our projects - consider developing communities of practice?
- How to evaluate the quality of evidence? / What can we compare it too? / Need for a barometer / not concrete enough / need to understand the quality/ what are the quality indictors
- Qualitative feedback from participants of various initiatives

SOAR TEMPLATE
STRENGTHS

- Breadth of representation of the various stakeholders
- A structure for common reflection and action across sectors
- Annual conference: well-established. evolving and improving
- Math Summer institute: example of an ability to mobilize resources to enact systemic change collaboratively by identifying and targeting zones of vulnerability.
- Breadth of PD offering models for a variety of stakeholders
- Small is beautiful - gives us agility to mobilize.
- The LCEEQ organization provides a wholistic point of view for a variety of sectors and enables efficient collaboration: sharing and scaling of resources. The net effect is breaking down silos that would otherwise exist in various sectors.
- First annual online conference, numbers increased for second online conference, greater technological offering/ took a risk and it paid off/ still able to provide sense of community (now includes those who can't travel)/ diversity of members/ sustained initiatives/ took steps forward not back
- Accompaniment project/ was forward thinking/ lead to many discussions through out the English sector
- Using community (that's not static) and network, don't need to over plan, ability to move into action quickly/ opportunities for alignment
- Representative composition (from all sectors) on LCEEQ
  - community with sense of belonging - mobilization
  - agility and flexibility of network to meet - common need
  - consultation from English community
  - strong community but not isolated from other groups in province
  - importance of sharing of perspectives due to the collaboration - power of PLC
  - full spectrum of sectors and how they all contribute to the overall success of learners - at all levels, not only by language
  - openness of LCEEQ to address different questions or concerns - can bring any and all topics for consideration
  - recognition that all levels are contributors to dialogue and vision - true partners
  - LCEEQ can and would be an effective model for collaboration and effective practice

OPPORTUNITIES

- Increased energy with partnerships between stakeholders (e.g., University, school board, school, ministry, First Nation, Indigenous, and community stakeholders) that mobilizes expertise in context. Research and action working more closely together.
- Improve structures for PD to make changes more sustainable and context specific, e.g., Fractal improvement, action research cycles and design thinking throughout the year. Respond to issues of "flavor of the month"/ scattershot PD.
- Awareness of external factors of, e.g., Indigenous reconciliation, to take on these external social factors as opportunities for growth
- Recognition of external factors as possibilities for change and thinking through policy initiatives as opportunities

- Collaboration - Sharing and scaling of resources across the English community.
- Explore and maximize new technology in order to maximize professional development offerings.
- Is an overlap of the service offerings. For example, LCEEQ, LEARN, DEEN, etc. all offer certain services which are similar of nature (PD, provincial projects, etc.). There is an opportunity to ensure that these offerings are complementary in nature.
- Communication
  - Creating opportunities to grow.
  - Framework to promote expertise.
  - Members need to bring the needs to the table (communication needs to go both ways)
- A valid reflection of value of the organization (LCEEQ) - is it? and how can we address it together?
  - challenges can be reviewed and consider alternatives - collaborative – "collective scratching of head!"
  - need to look at opportunities with Bill 96 (which present as challenges) - need to ensure student success incorporates success in French second language
  - how can we address concerns earlier in school context - benefit of having all partners
  - how does this impact our practices in HR - addressing needs of second language learners?
  - diversity of our populations - and how can all partners come together to address needs? - need to come out of silos to find ways to move forward

ASPIRATIONS
- further develop and strengthen our links to key organizations for the purpose of providing more precise PD and provision of PD support: e.g., university links to provide PD and / or data base / research access
- A cross-sector visionary group acting as an agent of support for the anglophone school community. We help facilitate education institutions to achieve their goals
- Every English-speaking Quebecer gets quality education
- Recognized as a true partner of the MEQ / recognition of expertise
- LCEEQ becomes more of a "go to" for the English Education community
- Making sure all are seen, heard and valued/ truly participatory and supportive
- Strong connections between tables; cohesive message
- Addressing diverse populations and needs for "welcoming initiatives", what structures, supports and initiatives are possible given the needs - over the years - upon arrival, during and as they transition between sectors
  - previous group QEMSAT could be replicated- to align curriculum with second language learning realities from Bill 96
  - opportunities where multi-lingual, multi-cultural - DIVERSITY – considered

RESULTS
No entries on Jamboard

APPENDIX II

WHAT DOES THE ENGLISH-SPEAKING EDUCATIONAL COMMUNITY IN QUÉBEC ENVISAGE BEYOND THE PANDEMIC?

STATUS REPORT – APRIL 2022

ALAIN BREULEUX, MCGILL UNIVERSITY

PRACTIS TEAM: NILOU BARADARAN & CHAO ZHANG

PROJECT GOALS

- Identifying priorities

- Research to

  - develop support mechanisms and recommendations and

  - establish research-based change processes

Project Overview

Understanding → Planning → Concretizing

WHAT? **WHY?** **HOW?** **STORY?**

Phase I

Phase II

Phase III

Understanding–What

To capture a better understanding of the What–Identifying themes & conditions.
3-Meetings Spring–Fall 2022
Pre-Plan & Select Theme

Planning–How & Who

To generate a series of activities to tackle the chosen theme.
Consolidate social capital & Build Capacity for Research-Practice Partnership
Research Proposal

What have learned?

To communicate what has been done and will continue to be done.
Sustained Research & Development

PHASE I – UNDERSTANDING & IDENTIFYING PRIORITIES

- 20 workshops with Will and Homa, similar to the March – April 2021

- Each workshop provided opportunities for participants to voice their opinions and to reflect on the following main themes:
  - What's on your mind ("Big Questions")
  - What is sacred?
  - Rethinking "normal"
  - What will you Stop Doing, Start Doing, Keep Doing, and Change?

Total Entries 1121 on Padlet by Prompt

Rethinking Normal
18.2%

My BIG Questions
33.8%

204

379

538

Sacred in Schools?
48.0%
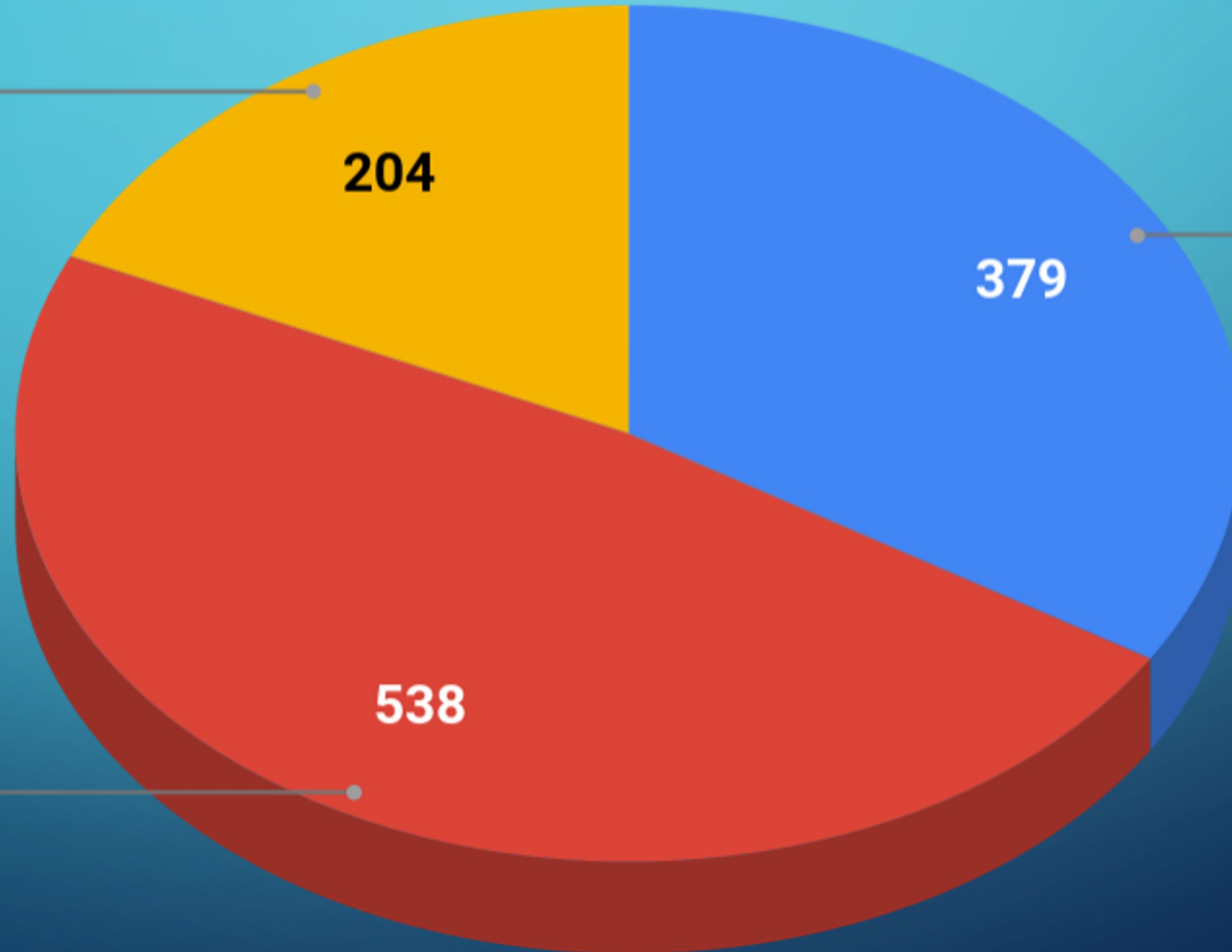
WHAT'S ON YOUR MIND IN THIS MOMENT ABOUT EDUCATION AND SCHOOLING?

- A majority of questions about "How to…", "How can…", or "How do…"

- Orientation toward action and deeper understanding of the situation

- Most frequently expressed topics were, in order, wellbeing, teaching practices, curriculum relevance, EDI, pandemic-impacted learning, student-learning issues (online, SEL, etc.), and learning evaluation situations

Type of Big Questions

First Words

SYSTEM?
1.1%

TEACHING?
11.5%

STUDENTS?
2.9%

IS?
7.9%

ARE?
9.6%

SHOULD?
1.7%

DO?
14.9%

TEACHING?

IS?

ARE?

DO?

HOW?

WHAT?

HOW?
34.0%

WHAT?
11.1%

WHY?
0.7%

WHEN?
3.4%
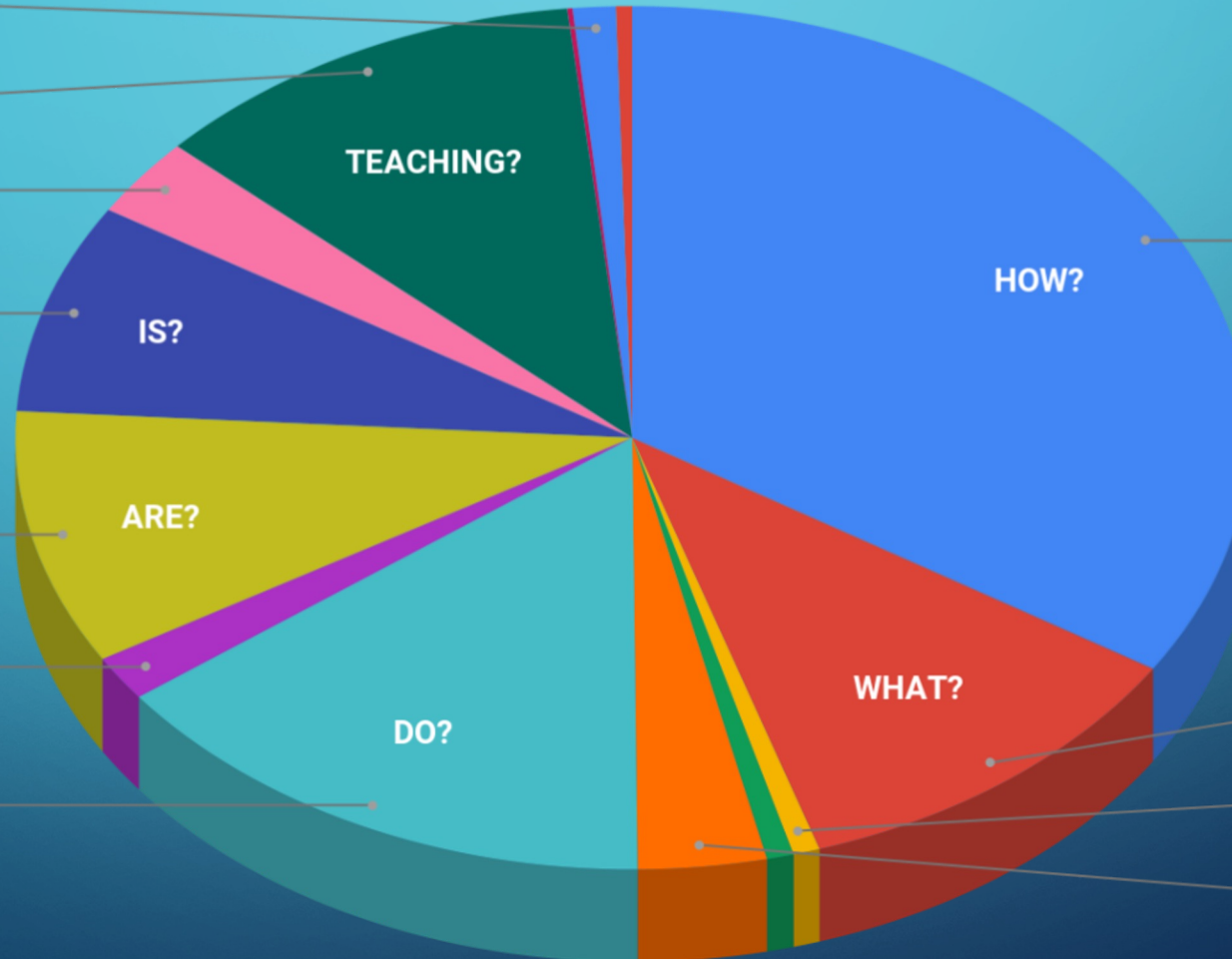
Big Questions

Leadership 1.0%
Tech Access 0.9%
Communication 0.7%
Engagement 2.6%
EDI 9.0%
Critical Thinking 1.8%
LES 6.2%
Funding 0.8%
Turn-Over 1.3%
Wellbeing 20.0%
Pandemic Impacted Learning 6.9%
Teaching Practices 14.1%
Sustained Support Structures 5.4%
Collaboration 1.0%
Normal New-Look 0.8%
Student Learning (SEL, Online, etc.) 6.3%
Curriculum Relevance 10.8%
PLD 1.8%
Connections 2.8%
Consciousness 0.2%
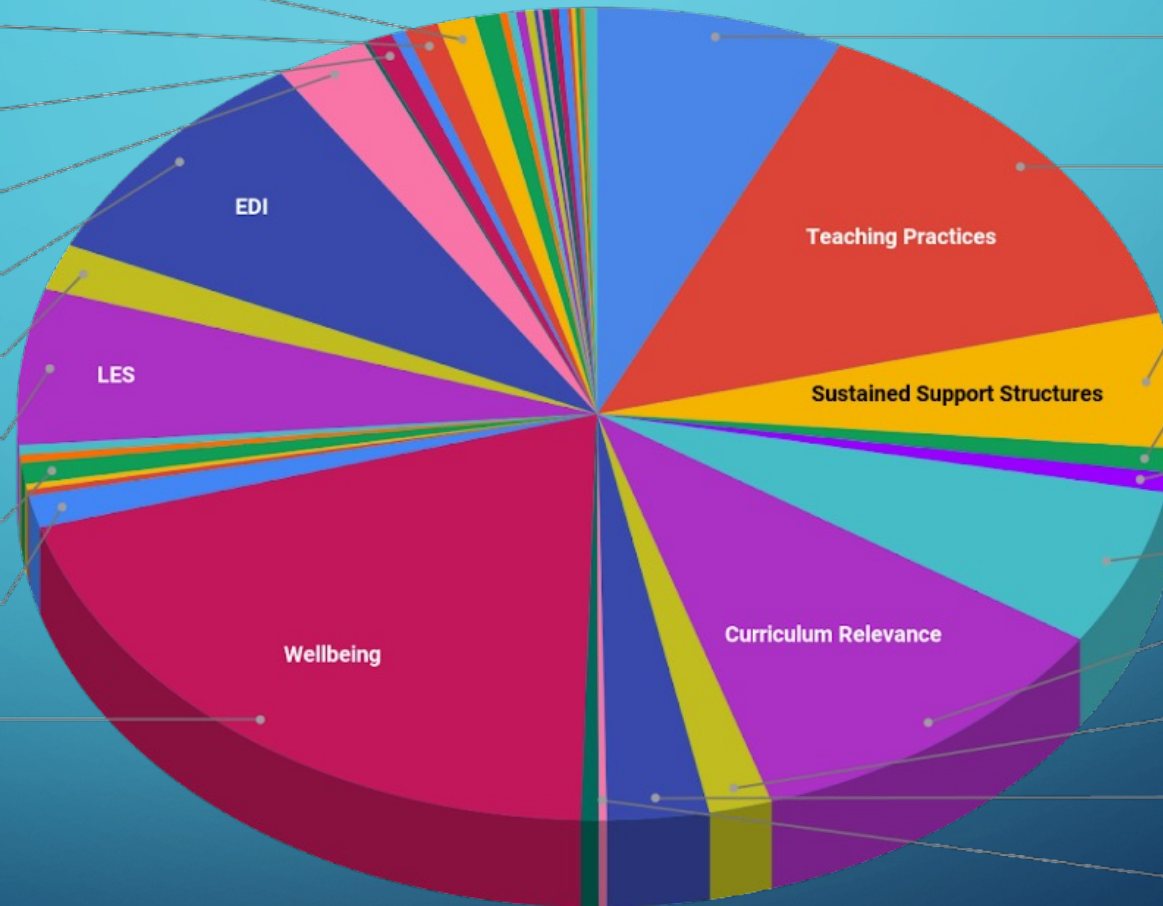
WHAT IS SACRED?

The most frequently used words were:

Community, Connections/Relationships, Learners/Students, Learning, and Safety

RETHINKING "NORMAL"

The most frequent themes were:

Well-being

Anxious, Stressed, Depressed

Students & Educators

Assessment/Evaluation

Emphasis on learning or teaching

WELL-BEING

- "Anxiety, Stress And Depression Are More And More Common, What Should We Do To Change This And Help Our Kids?"

- "Many Students Were Much Happier Learning Online - How Can We Recreate This Social Safety Net When In-Person?"

- "How Can Their Teachers And Parents Be Less Anxious, Stressed And Depressed?"

- "How Can We All Work Together To Develop Resilience In Children?"

ASSESSMENT/EVALUATION

- Self Worth As Measured By Numbers

- "Why Is So Much 'Worth' Put Into Numbers?"

- "Can Experience-Based And Hands-On Approaches Replace Traditional Means Of Assessment?"

- "How Can We Help All Students Be Successful?"

- "What Is The Impact Of Non-Contextual Assessments On Students' Perceptions Of Self?"

EMPHASIS ON LEARNING OR TEACHING

- "Is The Classroom Experience Organized Around The Teacher Or The Students?"

- "How Can Teachers Create An Environment That Leads To Authentic Learning?"

- "How Do Teachers Become Facilitators Of Learning?"

- "How Do "We" Decide What Is Important To Learn?"

- "Do Students Have A Way To Express How Best They Learn?"

WHAT WILL YOU STOP DOING, START DOING, KEEP DOING, AND CHANGE?

- Emerging themes revolve around wellbeing, community, change processes, quality learning, power/choice, EDI, and humanity
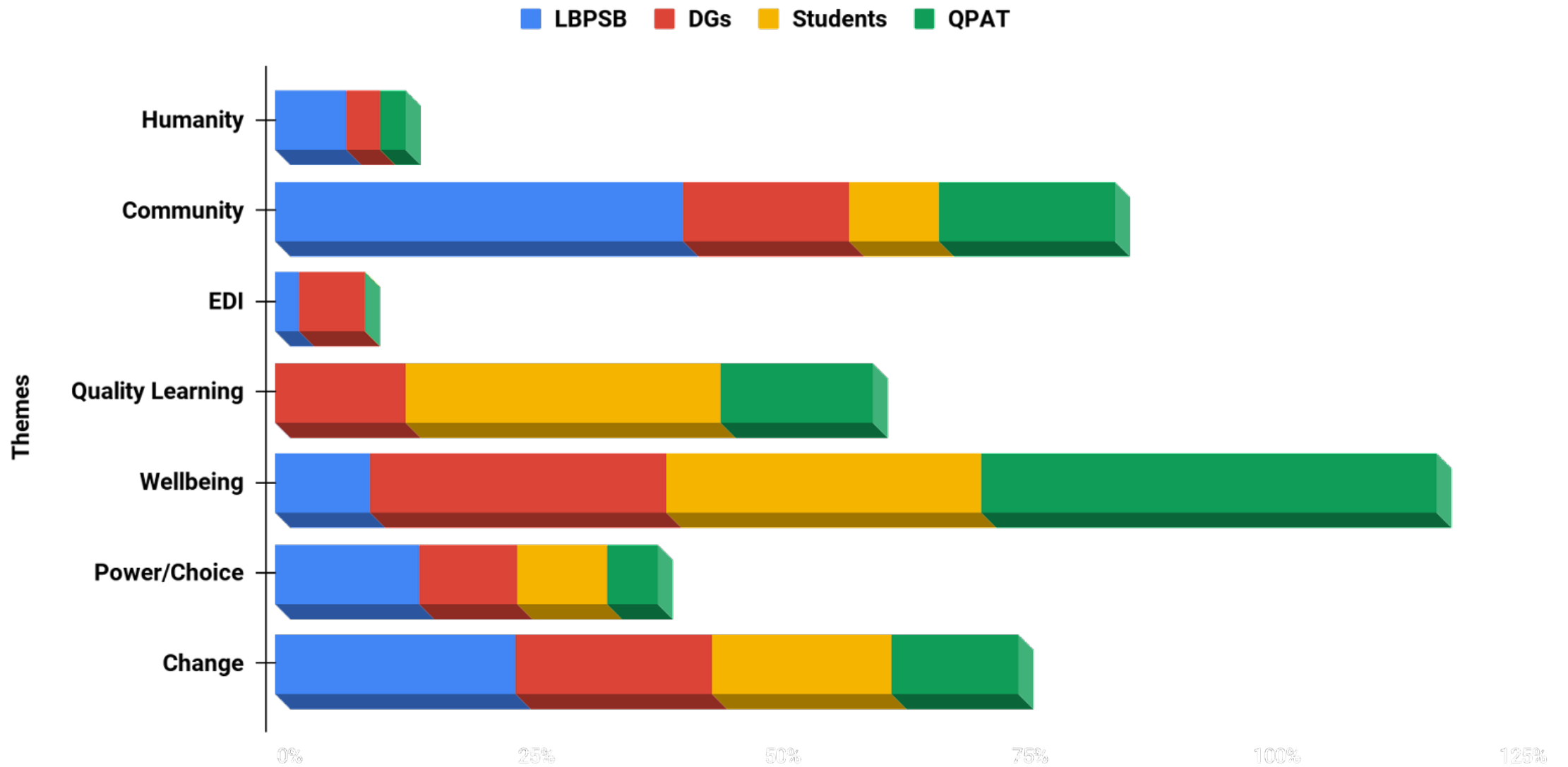
ORGANIZING THE FINDINGS: THEMES AND CONDITIONS

- Themes
  - Teaching Practices
  - Curriculum Relevance
  - Learning Evaluation Strategies
  - Critical Thinking

Theme 1

Teaching Practice

"How Can We Support Innovative Teaching And Best Practices When Many In Education Now Are In Survival Mode?"

Theme 2
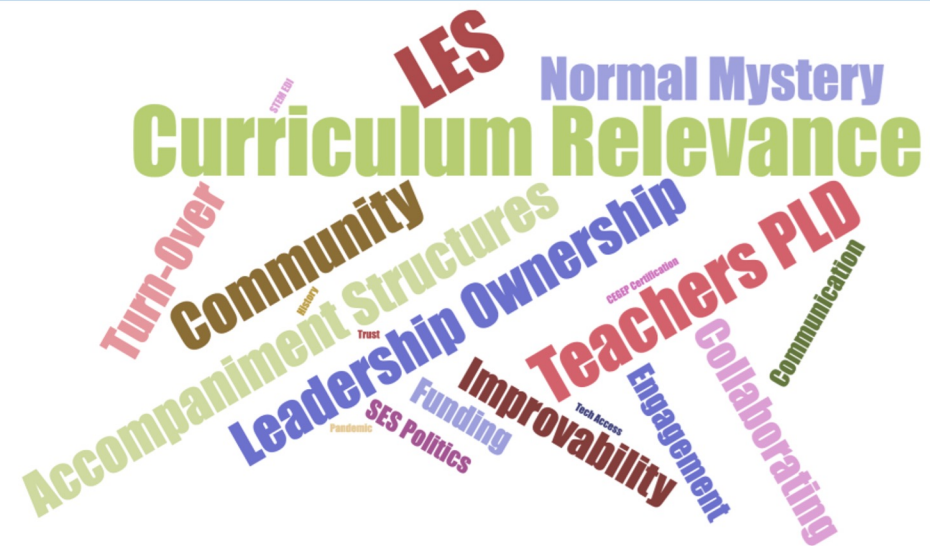
Curriculum Relevance

"Are We Positioned As A Education System, To Deliver The Services And Support That Learners Of Today Really Want?"

Theme 3

Learning Evaluation Strategies

"How Do We Value Timely And Relevant Instruction And Assessment, Rather Than Focusing On End-Of-Year High Stake Exams?"

LES
Normal Mystery
Curriculum Relevance
Turn-Over
Community
Accompaniment Structures
Leadership Ownership
Teachers PLD
Collaborating
Communication
Improvability
Engagement
SES Politics
Funding
Trust
Tech Access
Pandemic

Theme 4

Critical Thinking
"How Can We Help Students Navigate Through The World Of Information/Misinformation?"

Youth Session

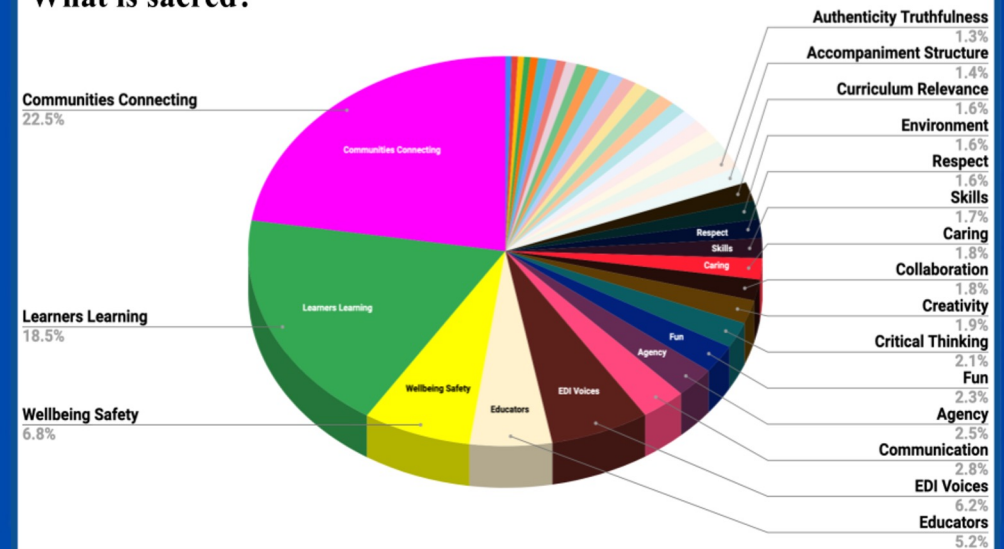# Conditions

	Wellbeing Mental and physical wellbeing	Community Relationship, Dialogue, Resources & Power	Accompaniment structure Sustained support	New statement of design challenges
What to learn: Curriculum relevance 21st skills	What Are The Things At School That Cause The Greatest Stress For Students? Which Of These Things Are Necessary For Students To Learn?	How Do We Change The Curriculum To Make It Fair For All Students?	What Structures Are In Place For Educators To Learn About The Lived Realities Of Learners?	
How to learn: Teaching practices	How Do We Give Our Students The Confidence To Try And Eliminate The Fear Of Failure?	How Do We Celebrate Discoveries? With Whom?	How To Empower Teachers With Modelling The Tools Needed For Productive Work In 2021?	
Assessment of learning.	How Can We Justify Putting Value Within A System That Jeopardizes Our Students' Mental Health?	How Can We Celebrate The Individual Achievements Of Children In A World Where Percentage On A Report Card Dictates Achievement?	How Do We Re-Educate Parents On What Success In Learning Should Look Like?	

PHASE II IDENTIFYING & TACKLING DESIGN CHALLENGES

- These analyses are used to plan activities for Phase II: Additional action and inquiry-oriented discussions in different groups.

- A small set of *design challenges*, common across the groups, are proposed as priorities for further development in the form of design-based collaborative action research, oriented toward practical, systemic action.

  - "How can we improve… [students' well-being]

RESEARCH TO DEVELOP SUPPORT MECHANISMS AND RECOMMENDATIONS, AND ESTABLISH RESEARCH-BASED CHANGE PROCESSES

- Current phase(Spring 2022) and next phase (Fall 2022-Winter 2023)

- With participant groups, develop research-based support mechanisms for change, to best address the priorities identified from the Phase 1 workshop sessions

- Meetings with participant groups to identify which design challenge they want to pursue and to help prepare proposals to define and fund the group's activities

- Proposals for work to begin in Fall 2022 with a target completion date of May 2023

	Wellbeing Mental and physical wellbeing	Community Relationship, Dialogue, Resources & Power	Accompaniment structure Sustained support	New statement of design challenges
What to learn: Curriculum relevance 21st skills	What Are The Things At School That Cause The Greatest Stress For Students? Which Of These Things Are Necessary For Students To Learn?	How Do We Change The Curriculum To Make It Fair For All Students?	What Structures Are In Place For Educators To Learn About The Lived Realities Of Learners?	
How to learn: Teaching practices	How Do We Give Our Students The Confidence To Try And Eliminate The Fear Of Failure?	How Do We Celebrate Discoveries? With Whom?	How To Empower Teachers With Modelling The Tools Needed For Productive Work In 2021?	
Assessment of learning.	How Can We Justify Putting Value Within A System That Jeopardizes Our Students' Mental Health?	How Can We Celebrate The Individual Achievements Of Children In A World Where Percentage On A Report Card Dictates Achievement?	How Do We Re-Educate Parents On What Success In Learning Should Look Like?	

PHASE II ACTIVITIES

- A core group of members of your organization (ideally 5-10) – not necessarily the same people who participated in the initial meeting in Phase I

- To engage actively in future-oriented work, developing a deeper understanding of a major issue, and leading to the exploration of some concrete possible solutions.

- Individuals who are team players and demonstrate Commitment, Focus, Openness, Respect, and Courage

PHASE II ACTIVITIES

- One meeting before the end of the academic year to start establishing theme and a timeline for Phase II

- Initiate online readings, discussions, and collaborative work

- Expected outcome is a collaborative research proposal to be implemented in fall 2022–winter 2023 with the support of some funding and research assistance

PHASE II PROCESS

- A combination of design sprint and change laboratory

- Phases of Understand, Plan, Do, Study, Act

  - *Rapid cycles of learning from practice*

  - *Recognizing the need for change*

  - *Understanding how the current situation came about*

  - *Envisioning, creating and concretizing new models and ways of doing*

  - *Implementing and studying the new model*

PHASE II PROCESS

- Guiding questions

1. What are we trying to accomplish?

2. How will we know that a change is an improvement?

3. What change can we make that will result in improvement?

PHASE II

In sum, we wish to continue with you the process of "questioning", "reflecting" and "reimagining" what could be a more equitable, 21st century approach to English education in Quebec. Will you join us?

APPENDIX III

Connecting Future of Education to LCEEQ Strat Plan

- ➢ Be a visionary and strategic body that advises and influences decisions regarding education in Québec.
- ➢ Advocate for the timely delivery of quality educational resources and support for the English sector.
- ➢ To support professional development to meet the needs of the English Educational Community.

- Project seems like a natural fit for number 1
- Good fit with #1: further development through action research based on the collaboration of different sectors: an LCEEQ strength.
- Align the project with the QEP. - how can we bring it into action #2? There is some leeway in the QEP
- Who at the Ministry would be able to concretely partner with LCEEQ for true action or movement forward?
- Make a distinction between where we need to influence others (Ministry regarding policy for instance), and where we have control. Those two need separate action in order to move forward. We cannot wait for the influencing to produce results before we take action.
- How do we connect with initiatives already in play?
- LCEEQ synthesizes results and ADM can bring info back to the Ministry
- More about policy and being present at the table
- What sort of benchmarking and targets can we set?
- Think through how politics and positionality impact the research to action cycle. (Make sure research is used internally and engage in more direct action externally).
- MEQ would likely need "proof of concept"; hopefully come from the "stories" generated in phase II/ importance of advocacy)
- Really all 3, but more the first one (maybe reflects where we are in the project)
- Other groups also exploring similar ideas/considerations
- Sustainability: Better capacity of the network/ avoid quick fix but engage in reflection/ ensure research in line with practice
- Change is slow/ institutions need to be strategic/ working from the center / how do we mitigate risk
- How to engage in discussion between researcher/practitioners (not speaking the same language); need "literacy" training both ways)
- How are these strategies actually impacting us? How can we measure it?
- Goal #1 mainly, but also in objectives #2 and #3 depending on the direction the project will take.
- How to scale? / how to make it reciprocal?
- Re-think LCEEQS Identity and Positionality to come up with an improved dissemination plan for research to have more influence with decision-makers and researchers
- Future of Education fits with vision and strategy (heart and soul of the QEP), not specific to timely delivery of resources, fits well into PD in terms of participant driven, research-based PD
  - o need to address that success and purpose to education does not mean the same for every learner
  - o soft skills
  - o need to better inform our partners as to what success means and what options are available
  - o WHAT IS NEEDED to move forward?
  - o how do the considerations or conditions play into next actions: well-being, community communication and accompaniment
  - o what is the hybrid model before we go 'electric'
  - o an end goal of success being different for everyone

- o accompaniment allows that conversations continue
- Encompasses all 3: but #2 and #3 are clear links
- Consider an iterative process of putting research into action and support at the local level
- Roll out of research outcomes per school board, combined with asynchronous modules hosted by LCEEQ
- Finding opportunities to explore accompaniment through programs such as PDIG, JKG. Joint initiative between HR and Ed. Services re: teacher induction programs (option for PD plans).
- Establish a fluid and dynamic culture of professional relationships.
- Accompaniment around what? Evidence based instructional practices.
  - o Bring your data, share and dissect
- Does not connect to Goal #1 as it is at a higher level of influence. Project is focused and targeted PD.
- Focused and targeted PD to address needs indicated through research.
- Relevant to goal #2 and #3
- Be the bridge/ driver of research   Ensure the work is being mutually beneficial
- Think through how each school/sector context needs to identify specific issues within any process to make sure the accompaniment is relevant and useful (so action-research and design thinking)
- The vision includes the network that is needed within the educator context - framework of support and growth, not directly involved in Goal 2, directly supported within Goal 3
  - o WHAT is NEEDED to move forward?
  - o link to Future of Ed project - opportunities!
  - o action and involvement - how do we bring along others who haven't been captured yet?
  - o Where is the voice for participants to build and adapt
- Network of mentors bring research into the schools
- Develop a virtual library of PD housed on the LCEEQ website - accessible to all institutions: Mentoring / Coaching. LCEEQ would need to apply for funding
- Help research be accessible for all (dumb it down a bit)
- How do these projects fit into the vision, rather than the goals?
- How can the groups influence the vision - out of action research...?

Strengths

LCEEQ, as a coordinating body is working efficiently to provide support and reserach to the extent of it's mandate. A key stength is bringing all levels (representatives) together including the ADM (English youth sector MEQ) representative. Net effect is breaking down the silos that would otherwise separate the interests of various sectors. In this way, it provides a wholistic POV which enables/fosters collaboration on common goals.

Related actions

PDIG grants, Killinbeck program, Annual Conference...

Evidence

Suggested follow-up research: impact
- Survey (through Dir. of Ed.) of Math teachers on practice post institute / feedback to LCEEQ
- survey emphasis on change of practive or progress
- analysis of pre-post Math institute attendance in Grade 6 epreuves