



MINUTES OF THE MEETING HELD ON Thursday, June 2, 2022 **ZOOM MEETING**

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

Non-voting members		
Assistant Deputy Ministers	Marie-Josée Blais	Partial
DSREA	Boyd Lavallée Raphaël Charrier	
LEARN	Christine Truesdale	Regrets
LCEEQ Coordinator	John Ryan	
GUESTS Deborah Foltin – transition Lynda Da Silveira – transition Dr. Alain Breuleux Dr. Hannah Chestnutt Dr. Trista Hollweck Cheryl Cantin – DSREA		

1. **WORDS OF WELCOME**

Cindy Finn opened the meeting with a land acknowledgement and welcomed two members, Deborah Foltin and Lynda Da Silveira who will be joining the Committee in September and were invited to attend in transition.

2. **APPROVAL OF THE MINUTES**

Resolution #96-2022-06-02

It was moved by Geoffrey Hipps, seconded by Fred Greschner and unanimously resolved that the Minutes of the meeting of April 29, 2022, be approved as distributed..

3. **Accompaniment Project**

Dr. Trista Hollweck, Project Manager, provided a review from the initial Design Sprint to present. She introduced Dr. Hannah Chestnutt who coordinated Phase II of the project based on Social Network Analysis. This Phase has three objectives:

- To understand how educators support one another within a school
- To understand the role social networks play in fostering collective efficacy
- To deepen our understanding of the flow of advice, resources and expertise

Phase III, Accompaniment Moments focuses on the “stories” of selected participants.

The Project ends on June 30, 2022. The Steering Committee will receive a Final Report of the three Phases along with a report from the Project Manager. Cindy Finn commented on the timeliness of the report and its recommendations as the Ministry is looking at changes.

The preliminary recommendations include:

- Accompaniment Advocate (Facilitator/Project Manager)
- Mentor-Coach Professional Learning and Development (virtual modules)
- New Leaders Professional Learning and Development (virtual modules)
- Accompaniment Professional Learning Network
- Accompaniment embedded into the PDIG process (ways to collaborate, mentoring, and coaching protocols and processes, etc.)
- Joint Research Projects (including internships) overseen by LCEEQ
- Knowledge Mobilization Channels within the LCEEQ.

The PowerPoint presentation used is included in **Appendix I**.

4. Research Project – Post Pandemic

Dr. Alain Breuleux, primary researcher, provided an overview of the project to date. Phase I saw twenty small group meetings animated by Will Richardson and Homa Tavangar of the Big Questions Institute and focused on two elements:

- What is sacred and must remain as part of the English education system in Quebec?
- What is no longer sacred and must be reviewed in order to better address learning and teaching at all levels?

Emanating from the data collected and analyzed were four questions identified by LCEEQ members:

- What mechanisms can be incorporated into the educational system to support mental health?
- How do we enhance the capacity to connect curriculum with the lived realities of learners?
- How do we educate ourselves and the community at large to what success in school should look like?
- How to recognize individual achievement beyond a percentage or letter grade?

The Second Phase of the project is intended:

1. To build change
2. To establish research-practice partnerships (RPP's)
3. To review scientific literature
4. To build and share research-based practices in action
5. To receive recommendations based on action-research to be presented to the MEQ

Alain Breuleux laid out a tentative plan for the research project over three years.

There was discussion that revolved around two main issues:

- Have we gotten to the end of Phase 1?
There is a lot of rich information that has not yet been looked at. The Steering Committee endorsed that we look deeper into the 4 questions. It was proposed that this would be accomplished at the September 15th meeting. The outcome would be to prepare the research team to do the work for Phase 2.
- “Local Projects” tend to stay local. It is important that whatever actions are taken that there must be a provincial perspective and that all of the constituent groups of the LCEEQ are heard and engaged.

The PowerPoint presentation used is included in **Appendix II**.

5. LCEEQ BUSINESS ITEMS

The Report of the **ADM** and **DSREA** were delivered by Boyd Lavallée:

Valorization Strategy

Earlier this week, Minister Roberge released the components of a special project to recognize the importance of teachers. The package includes four areas of interventions including sixteen actions.

- 1 Local actions to support teachers
 - Pilot Project to introduce 100 Teacher aides
- 2 Professional Development
- 3 Public recognition
4. Follow-up measures of the strategy itself

Given that the information was just released Boyd Lavallée referred members to the Ministry website for details.

Anne-Marie Rheubottom commented that QPAT’s initial response is that it is still “hand stroking” rather than really looking at working conditions. They will continue to study the document.

Funding Models for Handicapped Students

The Ministry is revamping the system used to fund special needs students by doing away with the coding process. The new model will be piloted in 2023-2024. Lisa Falasconi stated that it is critical that the English Sector, through ACES, be part of the process. The intention is to implement the new model provincially in 2023-2024. It should be noted that codes will still be used for staffing.

Service to Schools

Retired teachers and students who have graduated will be invited to sign up to be of service to the school boards. An electronic platform will be available for such.

Membership 2023-2024

John Ryan reviewed the membership roster for 2022-2023. The list includes Debora Foltin who replaces Lisa Mosher (ESSB) and Lynda Da Silveira, the recently named Director of Educational Services, to represent SWLSB.

We learned that Ralph Mason has recently announced his retirement so AAESQ will be approached to appoint a representative to complete his term.

Dates of Meeting for 2022-2023

Resolution #97-2022-06-02

It was moved by Roma Medwid , seconded by Lise Lecompte and unanimously resolved that the proposed dates for 2022-2023 be approved as distributed.

6. ADJOURNMENT

Cindy Finn thanked all members for their dedication throughout the year. She wished Ralph Mason well on his retirement. She paid tribute to Geoffrey Hipps who served LCEEQ in many capacities on both the Regular Committee and the Steering Committee and provided him with a token of appreciation.

On a motion by Geoffrey Hipps the meeting was adjourned at 12:15.

Appendix I

Accompaniment: Practice & Research

Dr. Trista Hollweck & Dr. Hannah Chestnutt

@tristateach

trista@lceeq.ca

June 2, 2022

I acknowledge that I live and work on the ancestral and unceded, unsurrendered traditional territories of the Algonquin people. I acknowledge this in thanks to the Indigenous communities who have held relationship with this land for generations but also in recognition of the historical and ongoing legacy of colonialism. Additionally, I acknowledge this as a point of reflection for us all as we work towards dismantling colonial practices.

Coursera MOOC: Indigenous Canada <https://tinyurl.com/35xeasah>



Indigenous Canada

★★★★★ 4.8 17,961 ratings



Dr. Paul L. Garéau

Enroll for Free
Starts Jun 2

Financial aid available

468,471 already enrolled

[About](#) [Instructors](#) [Syllabus](#) [Reviews](#) [Enrollment Options](#) [FAQ](#)

About this Course

482,401 recent views

Indigenous Canada is a 12-lesson Massive Open Online Course (MOOC) from the Faculty of Native Studies that explores the different histories and contemporary perspectives of Indigenous peoples living in Canada. From an Indigenous perspective, this course explores complex experiences Indigenous peoples face today from a historical and critical perspective highlighting national and local Indigenous-settler relations. Topics for the 12 lessons include the fur trade and other exchange relationships, land claims and environmental impacts, legal systems and rights, political conflicts and alliances, Indigenous political activism, and contemporary Indigenous life, art and its expressions.

SKILLS YOU WILL GAIN

Art History

Art

History

Mythology



Flexible deadlines

Reset deadlines in accordance to your schedule.



Shareable Certificate

Earn a Certificate upon completion



100% online

Start instantly and learn at your own schedule.



Approx. 21 hours to complete



English

Subtitles: Arabic, French, Portuguese (European), Italian, Vietnamese, German, Russian, English, Spanish

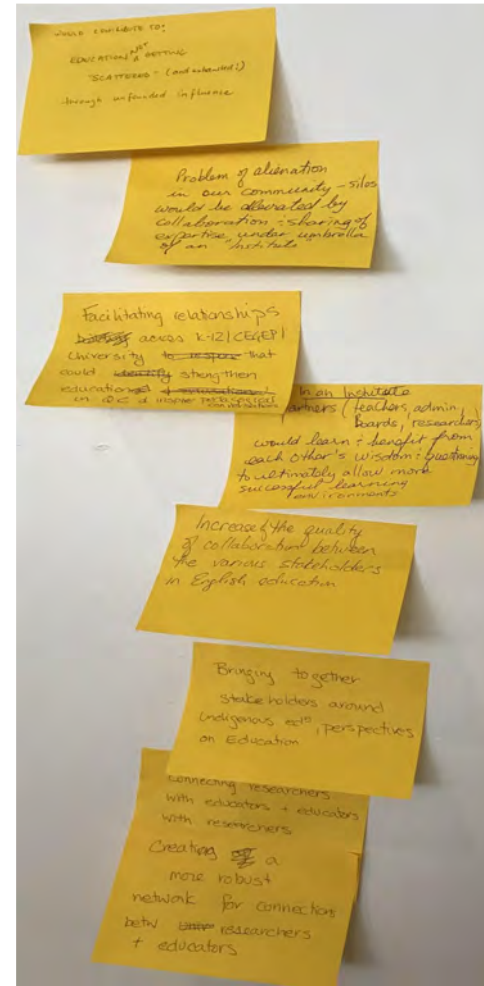
Welcome

Agenda

- ☒ Update on the Accompaniment project to-date (Trista)
- ☒ Phase II presentation (Hannah)
- ☒ Accompaniment Project Recommendations...

Design Sprint: Problem Statements

1. Would contribute to Education NOT getting “scattered” (and exhausted!) through unfounded influence **COHERENCE & IMPACT**
2. Problem of alienation in our community – silos would be alleviated by **collaboration** – sharing of expertise under the umbrella of an “Institute”
3. **Facilitating relationships** across K-12 / Cegep / University that could strengthen education in Quebec & inspire pedagogical conversations
4. In an Institute all **partners** (teachers, administration, Boards, researchers) could learn & benefit from each other’s wisdom & questioning to ultimately allow more successful learning environments
5. Increase of the **quality of collaboration** between the various stakeholders in English education
6. Bringing together stakeholders around indigenous education, perspectives on Education **NEEDS ASSESSMENT**
7. **Connecting researchers with educators & educators with researchers**
8. Create a more **robust network** for connections between researchers & educators



Proof of Concept



Project Launch

- DELT & Design Team (PLD, shared understanding, key terms)
- Environmental Scan
- Needs Assessment Questionnaire
- Literature Review of Key Terms
- Interim Reports & Knowledge

Creation

Dec 2020–June 2021

Project Wrap-up

- Design Team & Working Groups
- Publication Pipeline & System Support
- Website development (infographics + research capsules)
- Presentations-Design Team, Guest presenters
- Detailed Final Report & Recommendations

Jan 2022–June 2022

Design-Sprint
Winter 2020

July 2021–Dec 2021

Research & Development

- Phase I Analysis, Phase II (SNA) launch
- Design Team & Working Groups–Models of PLD
- Knowledge Mobilization & Interim Reports
- Collaborative Presentations: LEARN, DELT

Research & Practice

Design Team

Thursday, Sept. 23 (9–2): Phase I Findings

Friday, Nov. 19 (9–12): Progress report Phase I & II
(Focus on Consultants, Administrators & Directors)

Friday, Jan. 21 (9–12): 13 Prof. Competencies (LEARN
& Research to Practice Team)

Friday, April 22 (9–12): Progress report Phase II & III
(Hannah Chestnutt, Nilou Baradaran, Maria Jimenez)

Friday, June 17 (9–2): Phase III Findings (Megan
Webster & Heather McPherson, Teresa Gonzalez &
Avril Aitken)

Working Groups

Friday, Oct. 22 (9–12): Case Studies (Amy Curry,
WQSB & Paul Kettner, EMSB)

Friday, Dec. 10 (9–12): Case Studies (Beverly Miller &
Ann Watson, EMSB & Jill Robinson, CQSB)

Friday, Feb. 25 (9–12): Case Studies (Geoff Hipps,
SWLSB & Brenda Montgomery, QAIS)

Friday, May 13 (9–12): Case Studies (Julie Edwards &
Frederic Noirfalise, ETSB & Marianne Lynch, Vanier
College)

Accompaniment: Way of Being & Lens of System Improvement



All students, staff, teachers and leaders in our community were well-held

Collective Mobilization

What does it mean to be other-focused, to use language in the service of connecting, to be compassionate, empathic, and nonjudgmental?

(Brown, 2022)



“Accompaniment for and by educators to foster collaborative professionalism”

Support

Trust

Collaboration

Growth



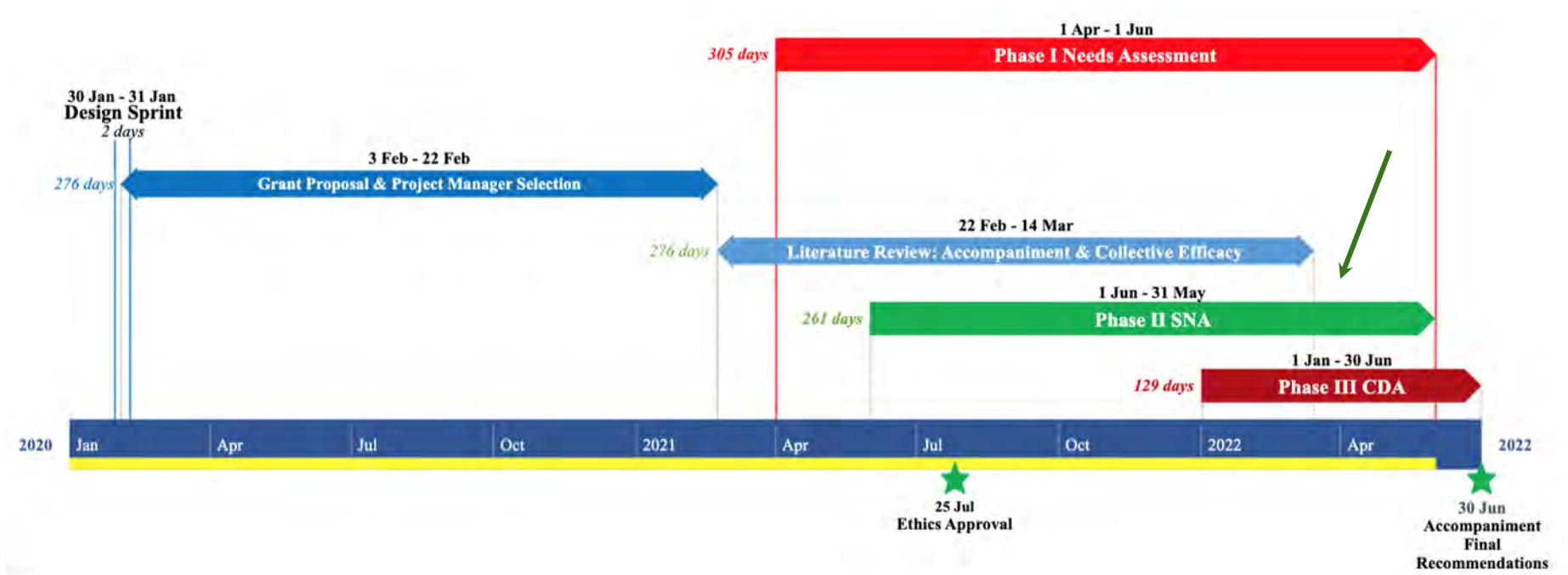
Collaborative Professionalism

“An evidence-informed process that includes rigorous planning, deep and sometimes demanding dialogue, candid but constructive feedback, and continuous collaborative inquiry.”

(Hargreaves & O'Connor, 2018)

Solidarity & Solidity

Phase II Social Network Analysis (SNA)

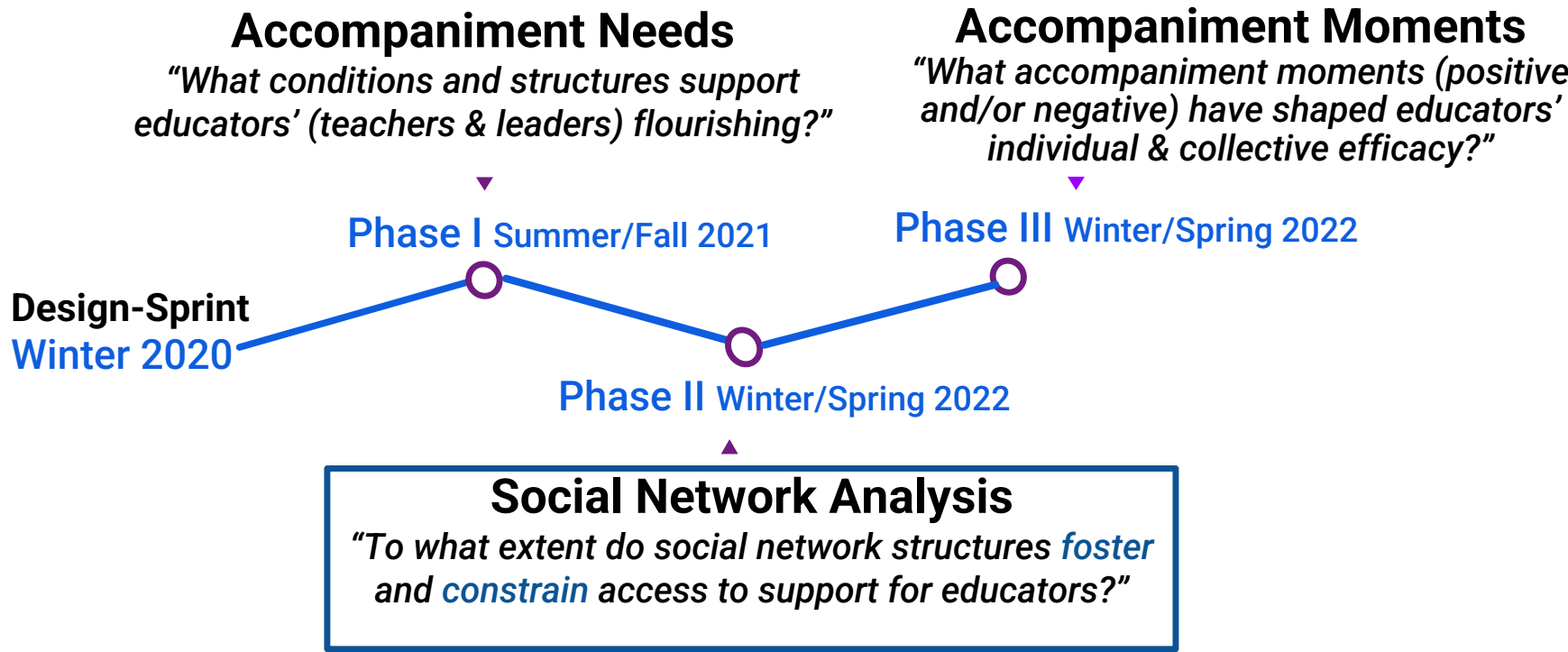


SNA Team: Hannah Chestnutt, Nilou Baradaran, María Jiménez, & Trista Hollweck

Needs Assessment: Four Themes

1. **Quebec context:** Expertise is found within the system, but the conditions and support structures must be strengthened
2. **Collaborative professionalism:** School and system culture of accompaniment, effective professional learning and development (PLD), and job security contribute to collaborative professionalism.
3. **Culture of Accompaniment:** Support for teachers and leaders throughout their career, integration of teachers new to the school and formal feedback processes for experienced teachers contribute to a school and system culture of accompaniment.
4. **Pandemic:** COVID strained the English educational community, but also offered new possibilities for teaching, leading, collaborating, and PLD.

Driving Research Questions



Intentions of Research Phase II

- To understand how educators support one another within a school
- To understand the role social networks play in fostering collective efficacy
- To deepen our understanding of the flow of advice, resources, and expertise

Ten Tenets of Collaborative Professionalism

Collective autonomy

- Are teachers able and willing to make significant professional judgments together?

Collective efficacy

- Do teachers truly believe that all students can develop and succeed, and are you prepared to make sure that they do?

Collaborative inquiry

- Do teachers ask questions about their own and others' practice on a regular basis, with a view toward acting on the answers?

Collective responsibility

- Do teachers feel almost as responsible for the other children in their school or community as they do for their own, and do they take responsibility with others to help them?

Collective initiative

- Do teachers seize initiative and step forward to innovate, make a change, or help a colleague in need before they are asked?

COLLABORATIVE PROFESSIONALISM

WHEN TEACHING TOGETHER MEANS LEARNING FOR ALL



ANDY HARGREAVES
MICHAEL T. O'CONNOR

CORWIN IMPACT LEADERSHIP SERIES

Collective Efficacy (CE)

The shared belief among a group of educators that they've got what it takes to meet the needs of every single child.

Sources of CTE:

- **Mastery Experiences**
- **Vicarious Experiences**
- **Social Persuasion**
- **Affective States**

(see Bandura, 2000; Donohoo, 2016; Hattie, 2009; Hoogsteen, 2020; Tschannen-Moran & Barr, 2004)

Goal setting + Collaboration + Goal monitoring + Celebration=
Mastery → Collective efficacy (Hoogsteen, 2020)

Methods

- Reached out to all Design Team members and LCEEQ to promote Phase II
- School applied on the website and were provided with a questionnaire designed specifically for their school
- 15 schools participated with a total of 175 participants
- We chose to only use schools with a response rate > 80 % for the SNA
- Data from 4 schools at three School Boards were analyzed

Consolidated Educators' Collective Efficacy (n = 175)

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

Trust: Teachers are entrusted to make important decisions on school-wide issues.

Voice: Teachers have a voice in matters related to school improvement.

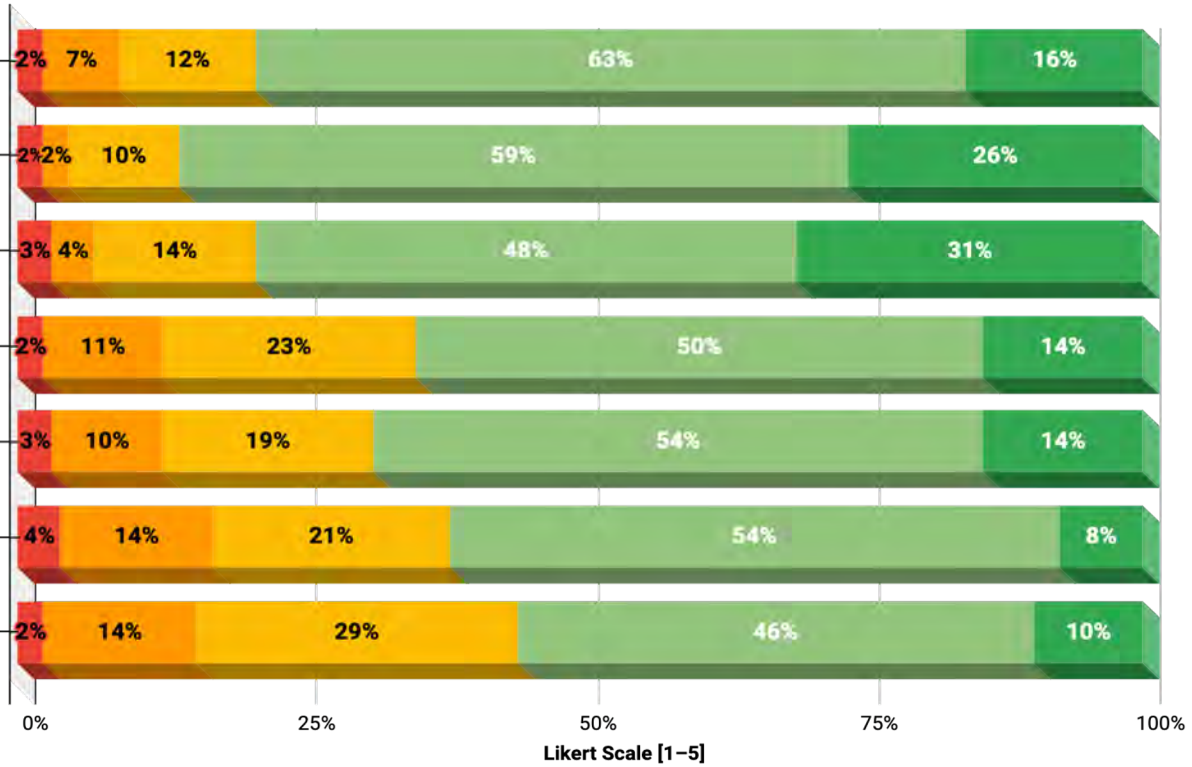
Acknowledgement: School leaders regularly acknowledge accomplishments.

Reflectivity: We continually re-examine whether teaching practices support learning.

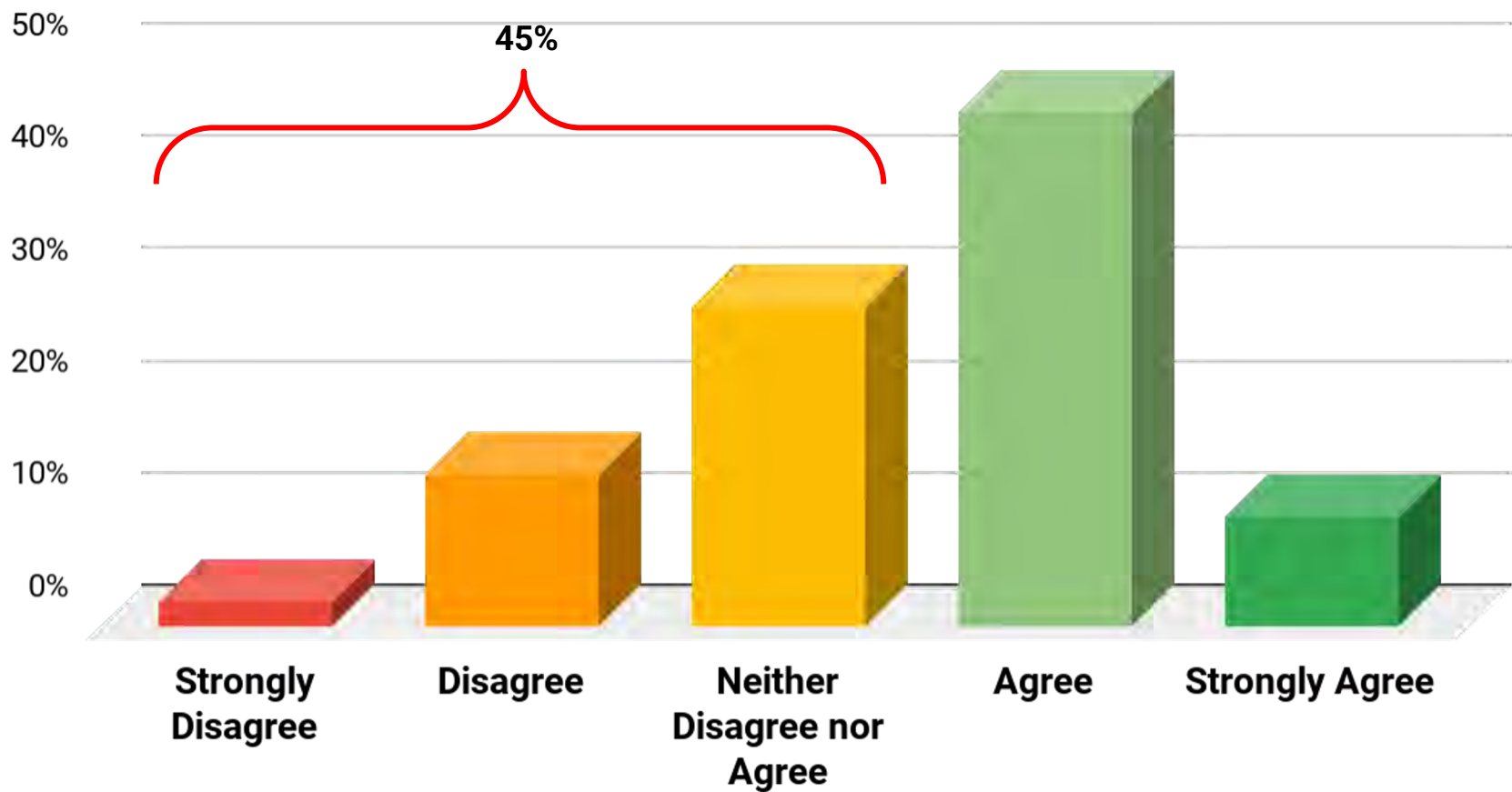
Consensus_Learning: Our school holds shared beliefs about teaching and learning.

Consensus_Assessment: We hold shared beliefs about assessment.

Collaboration: There is a process in place for teachers to collaborate.



There is a process in place for teachers to collaborate.



RQ: To what extent do social network structures foster & constrain access to support for educators?

In what ways can educators accompany one another to develop a greater sense of collective efficacy?

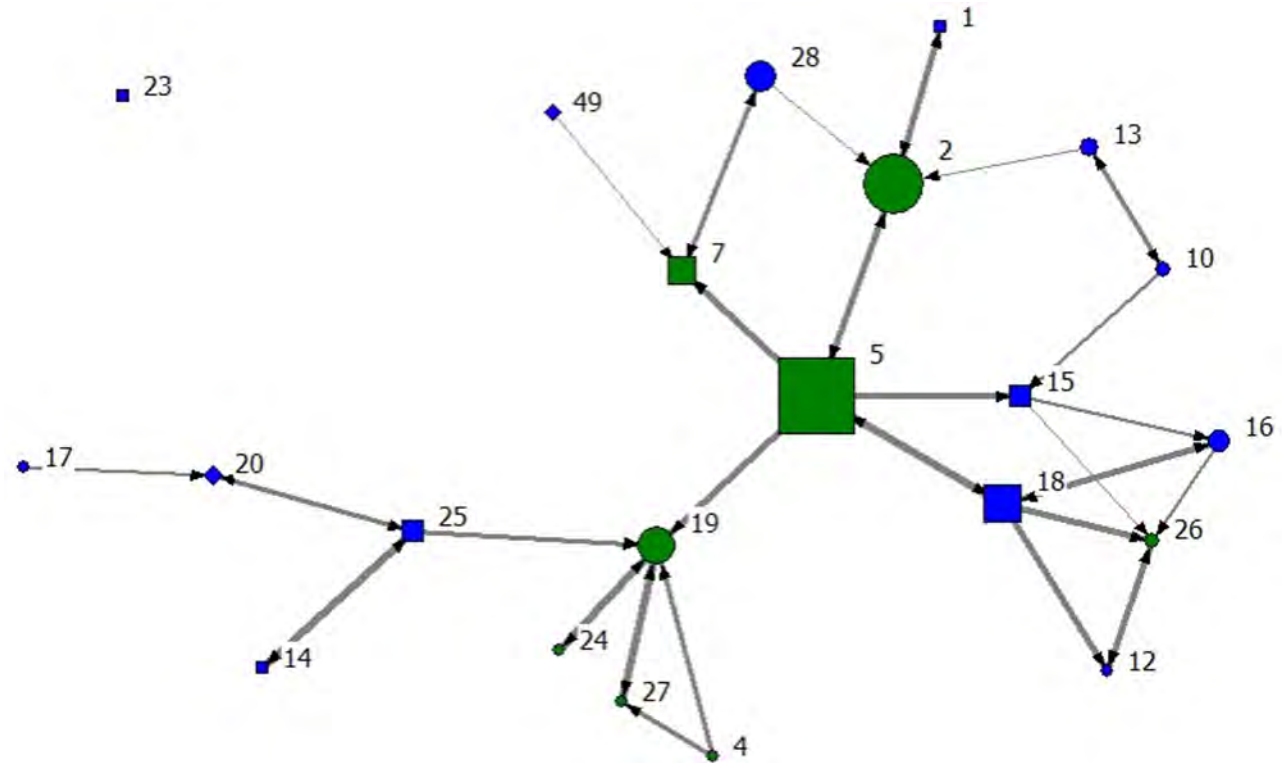
Phase II Four Themes

Leadership











Brokering

Untapped expertise

Collective efficacy



Sociogram Legend

Shape = Years of Experience	Colour = Leader Now	Size = Betweenness	Thickness = Frequency
 Square: > 15	 Green:Yes	 Highest	 At least once a day
 Circle: [5– 15]	 Blue: No	 Lowest	 Once a year
 Diamond: < 5			
 Plus: Unknown			

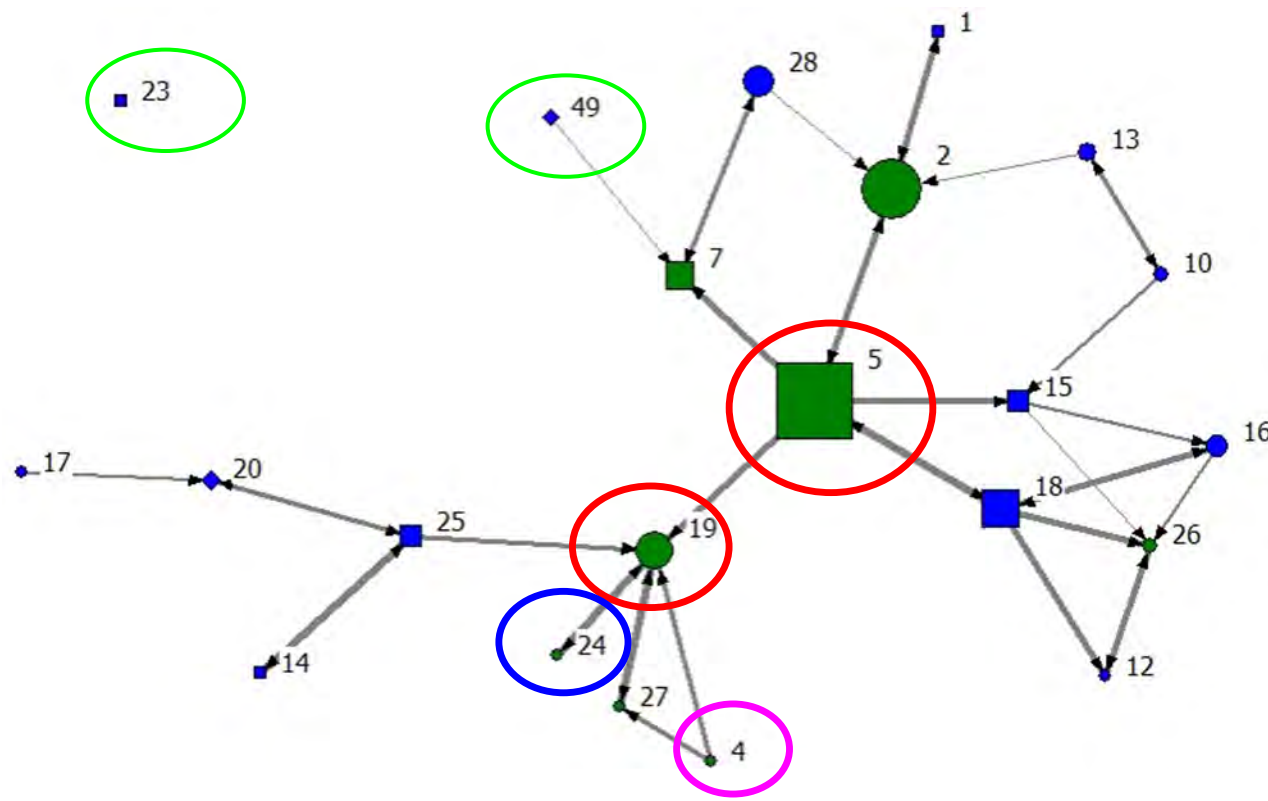
Phase II Four Themes

Leadership

Brokering

Untapped expertise

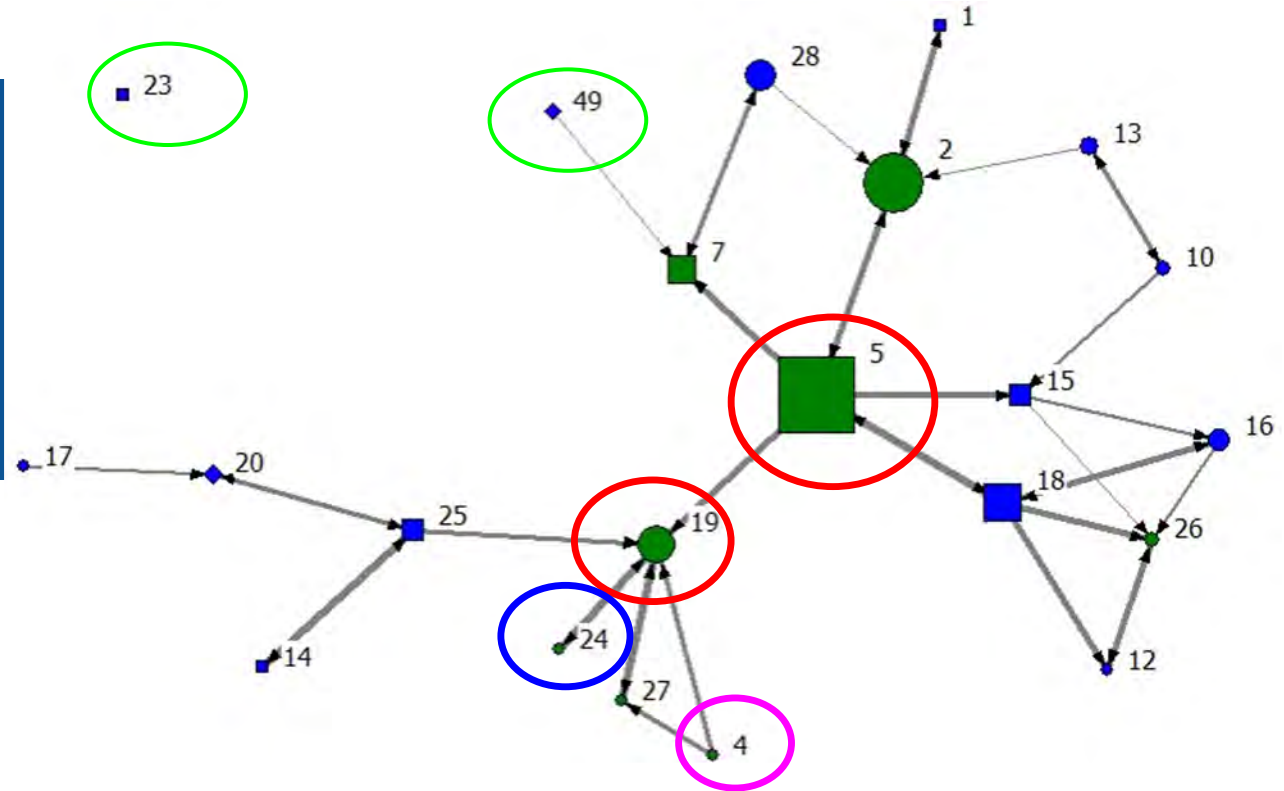
Collective efficacy



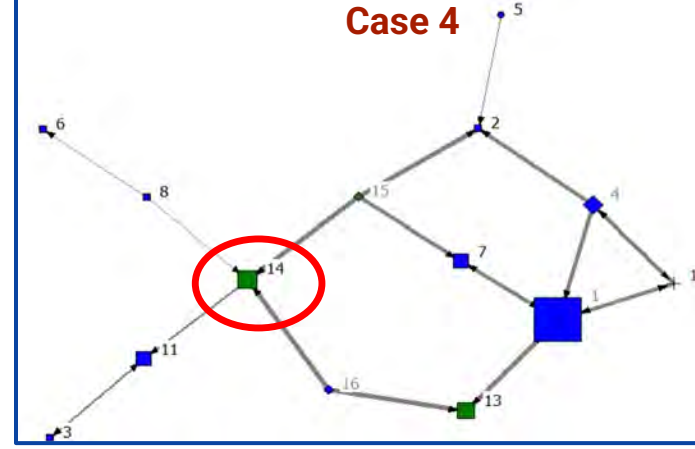
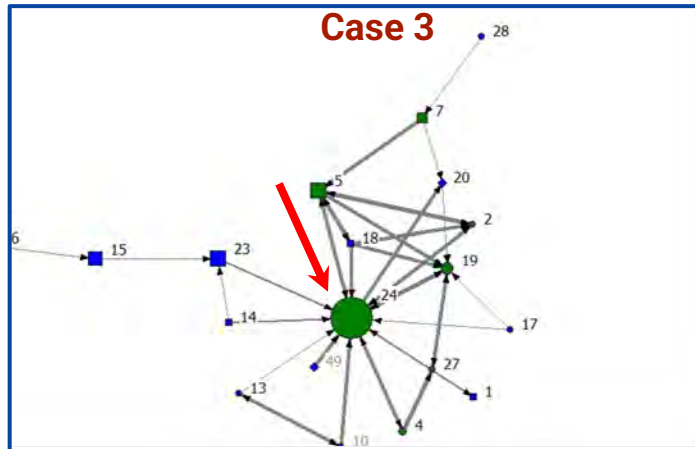
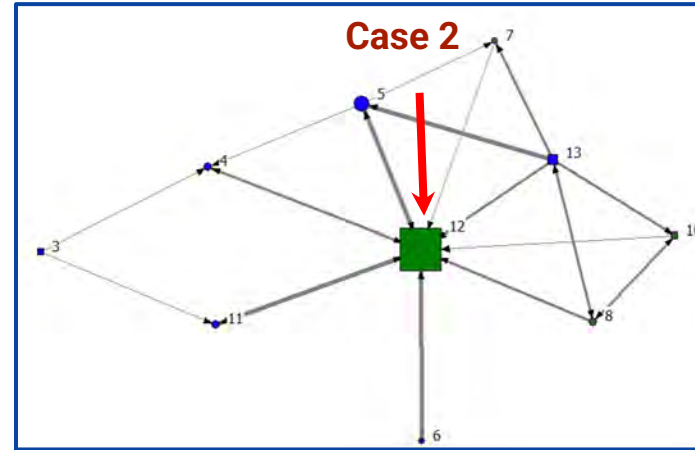
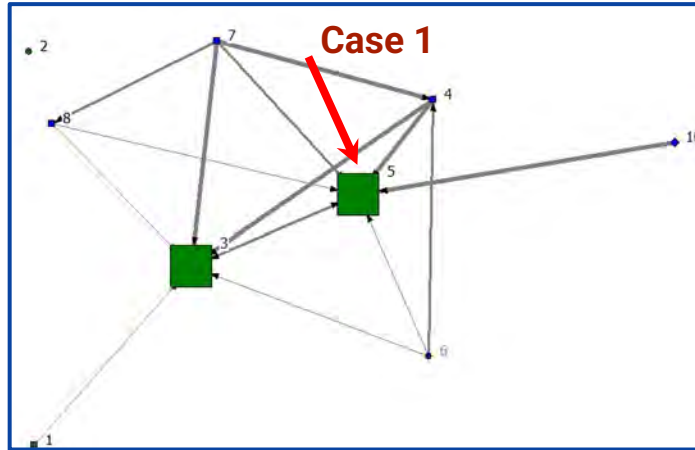
Where are you in your network?

1. What are the advantages and disadvantages of your position for you and/or for your team?

1. What support are you able to provide for others and what support are you able to receive?



Educators' Belief in Capability Network

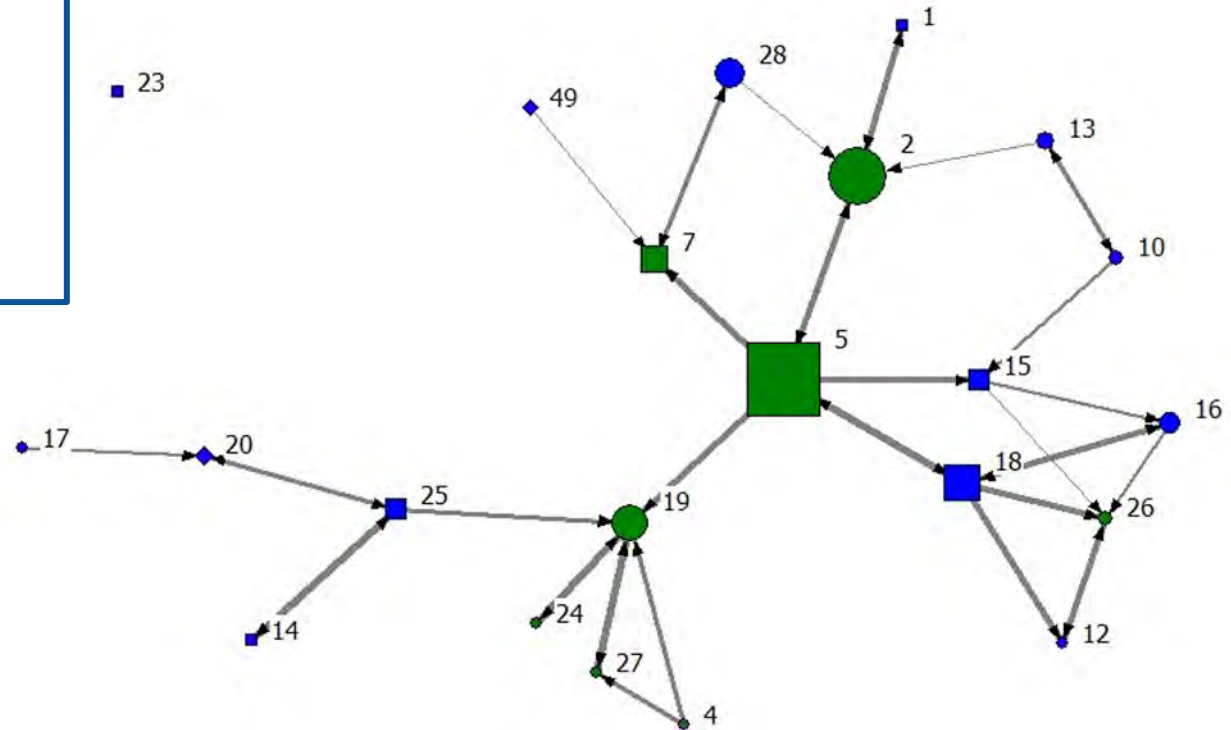


Q10. With whom have you done joint work (e.g., co-constructed lessons, cycle/subject teams, PDIG grants, curriculum planning, learning evaluations, student support, extracurriculars)?

How often do you work together?

- a. Once a year
- b. Every few months
- c. At least once a month
- d. At least once a week
- e. At least once a day

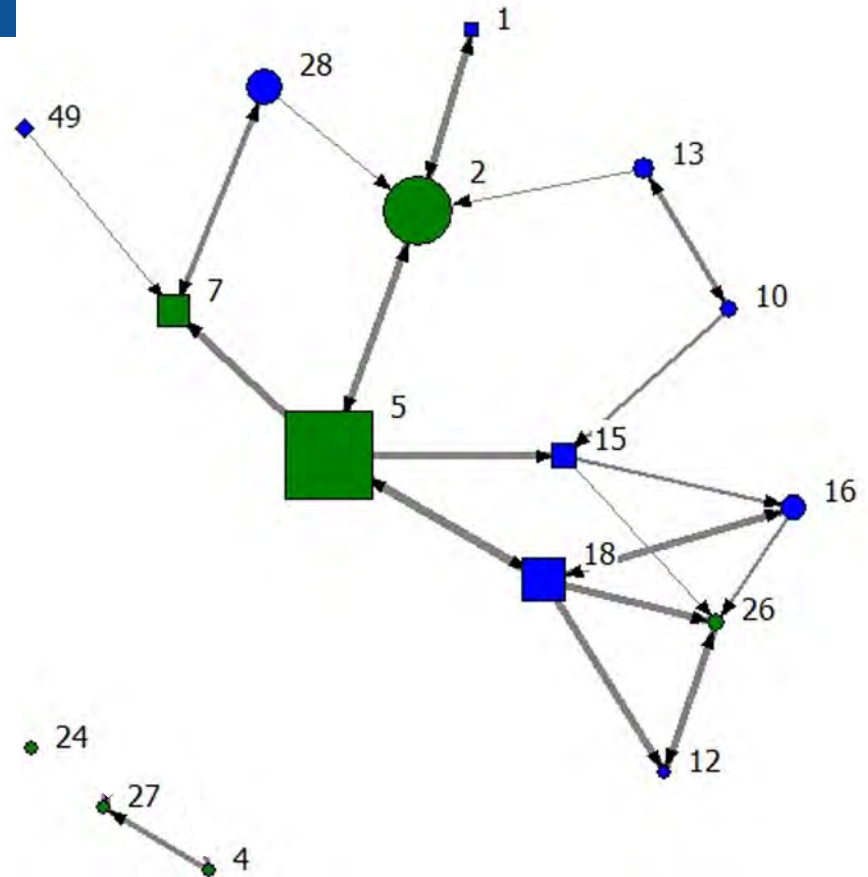
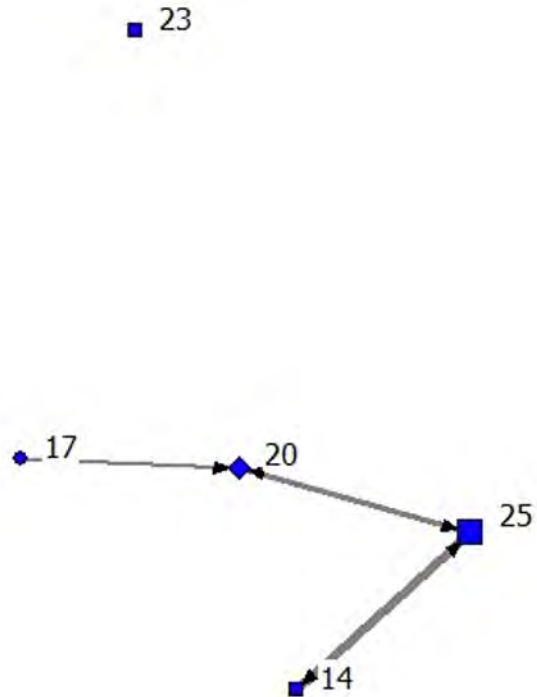
Brokering



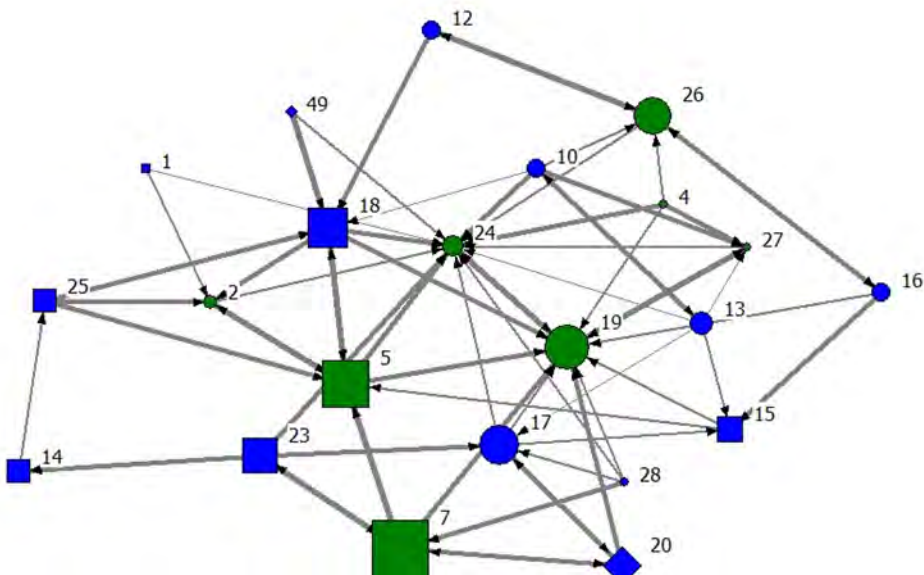
Example of a school where educators perform joint-work.

*What happens if (when) a key broker
(e.g., R19) leaves the school?
(e.g., promotion, family, attrition, retirement, etc.)*

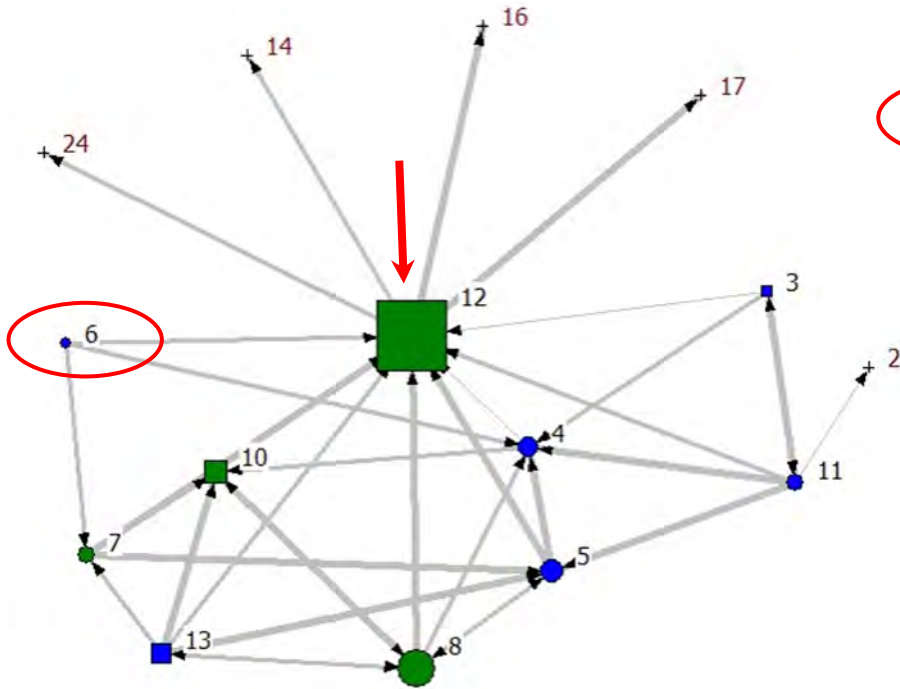
Joint-Work Network Without Key Broker



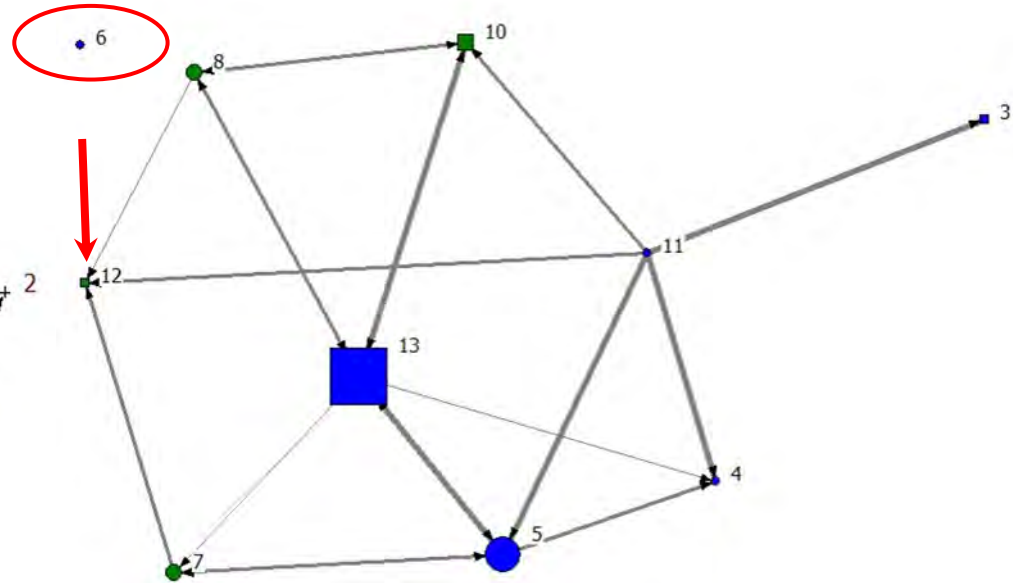
Advice Seeking Network



Advice Seeking



Close-Relationship



1. Is the level of trust in a network important for accompaniment purposes?

1. What support do educators need in order to engage in more joint-work?

*In what ways can educators accompany one another
to develop a greater sense of collective efficacy?*

Phase II recommendations

Leadership: Professional learning and development for leaders about social network growth and sustainability

Brokering: Succession plans are needed for leaders and key brokers in the network

Untapped Expertise: Adopting an accompaniment lens for the full network and valuing the expertise within the school and system

Collective Efficacy: More opportunities for meaningful joint work (teachers working together in each other's classrooms and prioritizing co-planning)

Overall Accompaniment Project Recommendations

- Accompaniment Advocate (Facilitator/Project manager)
- Mentor-Coach Professional Learning & Development (virtual modules)
- New Leaders Professional Learning & Development (virtual modules)
- Accompaniment Professional Learning Network (PLN)
- Accompaniment embedded into the PDIG process (ways to collaborate, mentoring and coaching protocols & processes, etc.)
- Joint research projects (including internships) overseen by LCEEQ
- Knowledge mobilization channels increased within the LCEEQ

A thinking round....

What is your
freshest thinking?



Appendix II

What does the English-speaking
Educational Community in Québec
Envisage Beyond the Pandemic

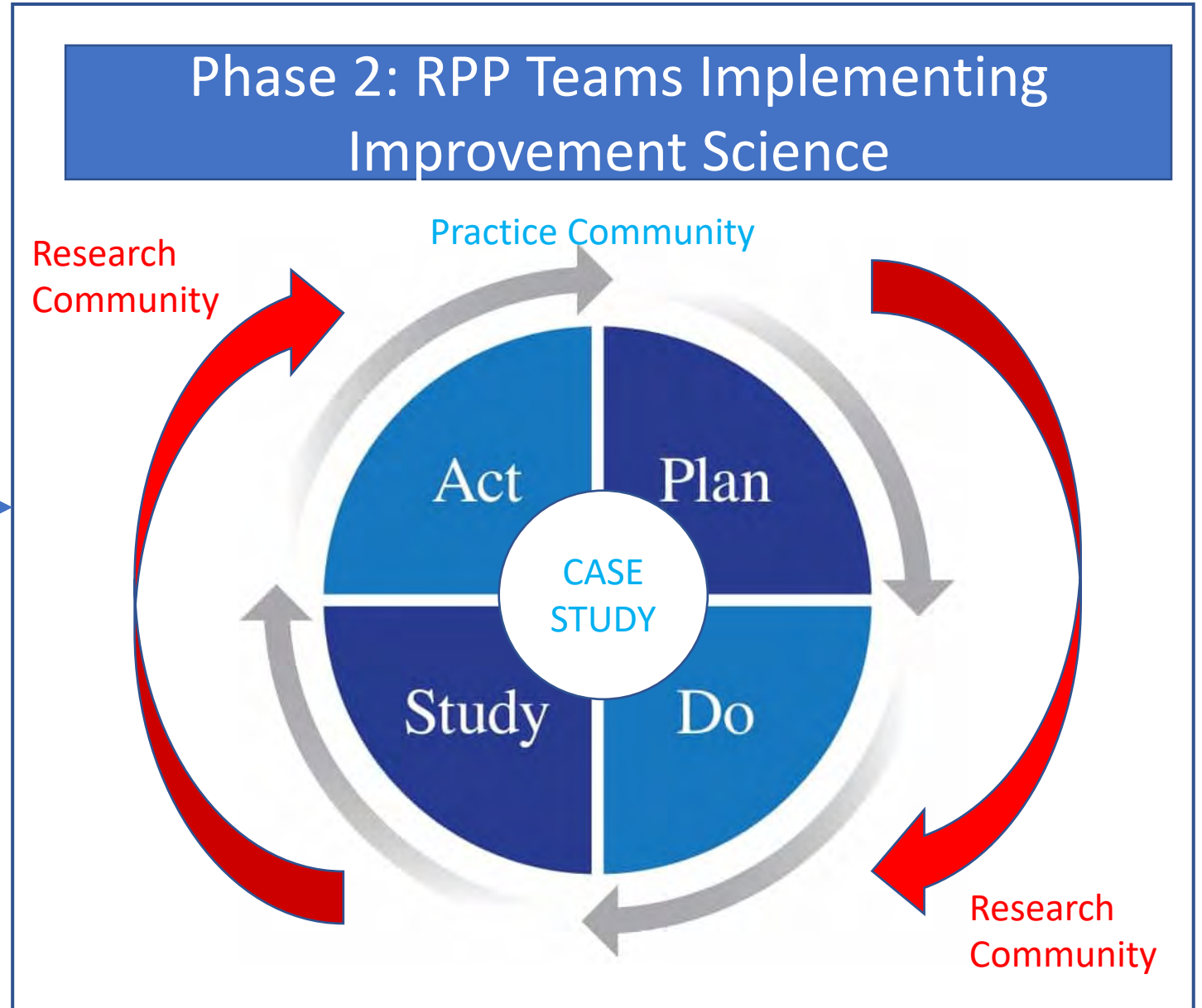
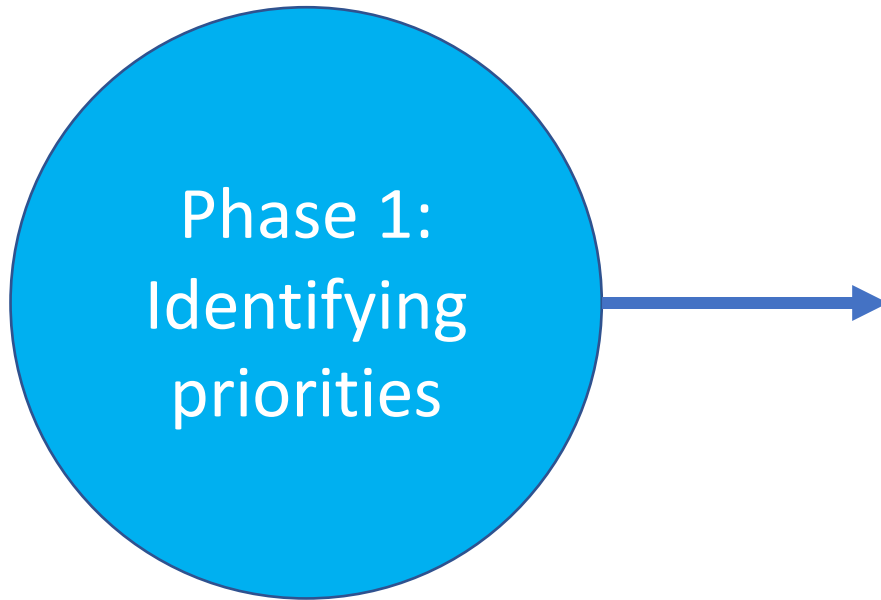
PHASE 2

Original Proposal

1. Identifying priorities:
 - What is sacred and must remain part of the English education system in Québec?
 - What is no longer sacred and must be reviewed in order to better address learning and teaching at all levels?
2. To research the means to best serve identified priorities.
3. To develop support mechanisms and recommendations, based on research, for a post-pandemic recovery.
4. To establish research-based changes (practices); implement and evaluate the impact of said changes.
5. To determine future professional development.

Goals of Phase 2

- 1a. Build the English Education Network's capacity to effect change and empirically determine the impact of a change in practice.
- 1b. Establish regular, iterative **research-practice partnerships (RPPs)** that will lessen the gap between the research community and the practice community.
- 2a. Review the scientific literature to frame the questions and identify gaps and promising interventions
- 2b. Build and share research-based practices in action and identify the conditions leading to a successful implementation in the network.
- 3. Propose to the *Ministère de l'éducation* changes to practices, processes and policies



Four prioritized questions

- What mechanisms can be incorporated into the educational system to support mental health?
- How do we enhance the capacity to connect curriculum with the lived realities of learners?
- How do we educate ourselves and the community at large to what success in school should look like?
- How to recognize individual achievement beyond a percentage or letter grade?

Review of the literature

- Summer 2022
 - The research Team reviews relevant literature related to the 4 themes identified in Phase 1
 - Selected Themes will be further reviewed in Fall 2022
 - Prepares synthesis for each theme to be used in subsequent working groups activities

Research-Practice Partnership Teams

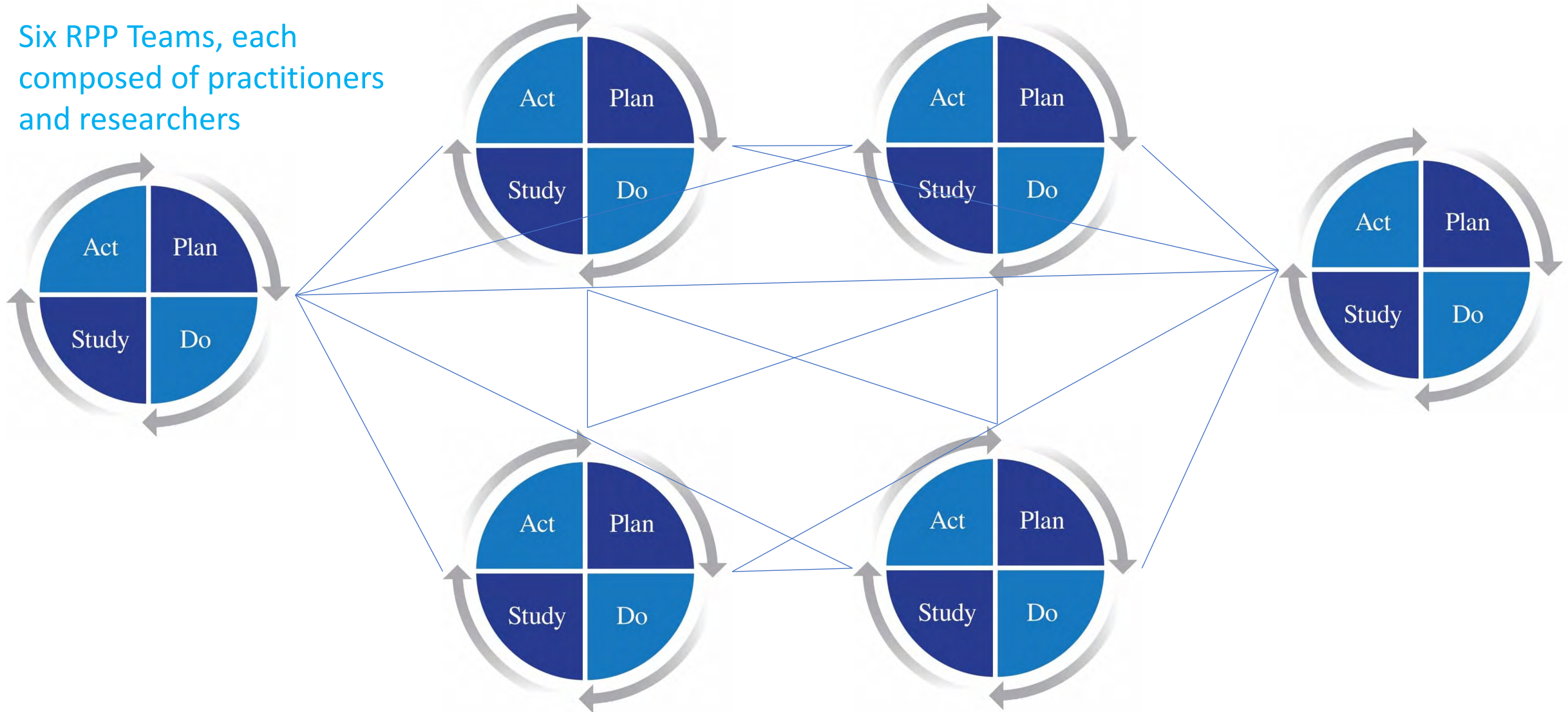
- Starting Fall 2022, forming hybrid teams of practitioners and researchers interested in tackling one of the questions
- Joint activities to
 - Make sense of the question and situate it in context (use of lit review)
 - Share perspectives and know each other better
 - Initiate a PDSA cycle of practical experimentations
- At least three individuals from a given organization to prevent isolation and ensure institutional buy-in
- Jigsaw process to ensure mutual awareness of work across RPP Teams

Research-Practice Partnership Cycles

- Yearly cycles of PDSA
 - Carefully plan a situated intervention (a *practical experimentation*) based on evidence and documentation
 - Monitor and study the implementation
 - Draw implications, share outcomes within the network, revise according to data, and make recommendations
 - Prepare to consolidate and expand in the next cycle
- These concrete joint experiences are the basis for convincing arguments in support of the recommendations to the MEQ.

Phase 2: RPP Teams Implementing Improvement Science

Six RPP Teams, each composed of practitioners and researchers





Revised Timeline

Initial Proposal

- 1 Year for reflection and identification of priorities
- 1 Year for identification, study and recommendation of research-based practices
- Budget over 2 years: \$700 000

Note: It was estimated that Year 1 would cost \$335 000, the actual costs for Year 1 were closer to \$100 000

Revised Proposal

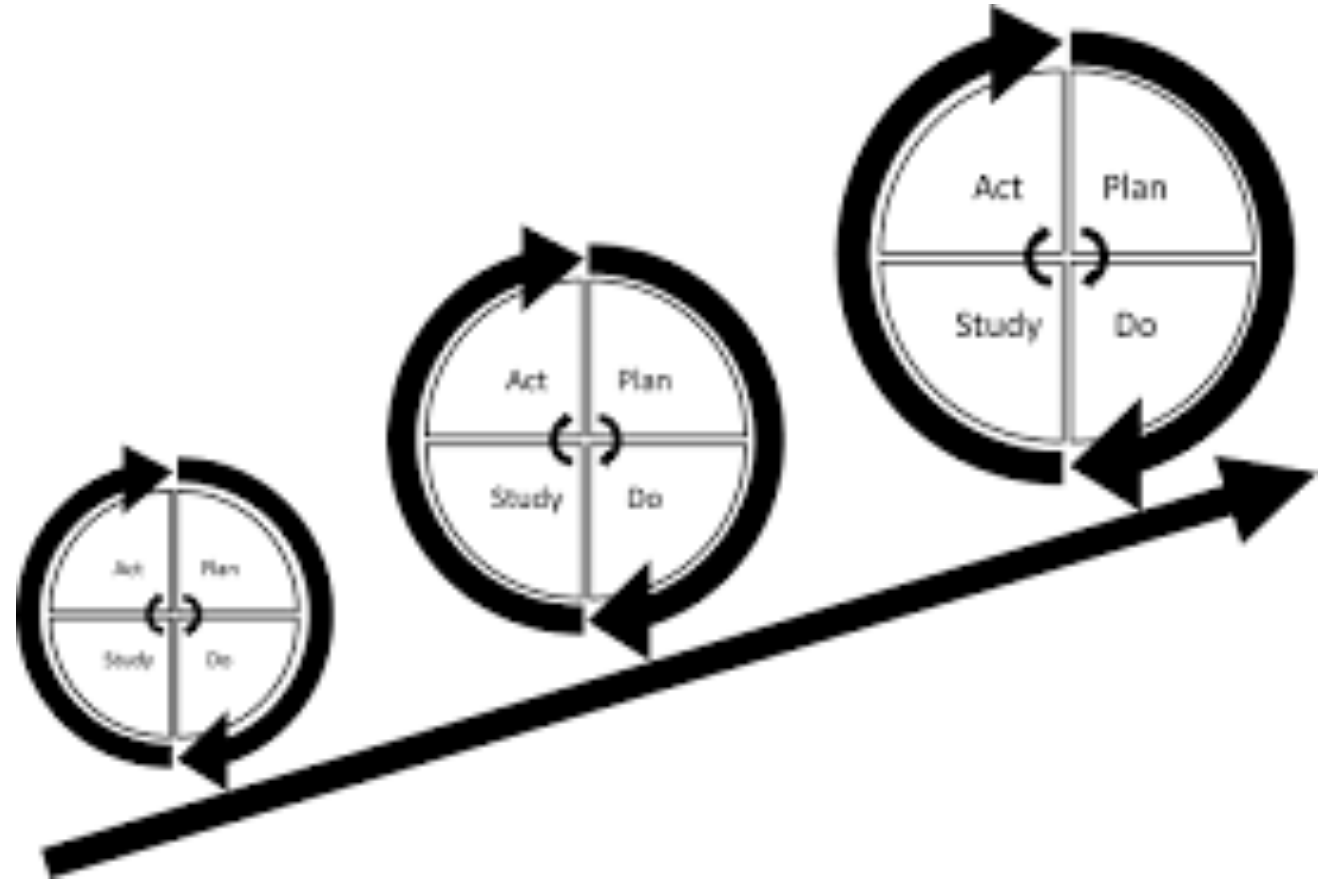
- 1 Year for reflection and identification of priorities
- 3-year iterative process for the identification, study and recommendation of research-based practiced AND build sustainable practices in improvement science.
- Budget over 4 years: \$829 758

Revised Timeline



Why Three Years?

- The 3-year timeline allows for
 - the RPP Teams to measure the impact of the change over the short-, medium- and long-term
 - the RPP Teams to scale up the change if the iterative cycles show a positive impact, and
 - the sustainability of the change (a culture shift in the organization)



Think Big, Start Small, Learn Fast