



MINUTES OF THE MEETING HELD ON March 23, 2023
Via ZOOM

Member Organization	Name	
School Board Representatives	Stewart Aitken – WQSB Mat Canavan– LBPSB Lynda da Silveira – SWLSB Deborah Foltin – ESSB Stéphane Lagacé- CQSB Eva Lettner - ETSB Jessica Saada – RSB Anna Sanalidro – EMSB James Walker – NFSB	Regrets
Complementary services:	Lisa Falasconi - WQSB Marylène Perron - CQSB	Partial
Adult Education and Vocational Training	Fred Greschner - SWLSB Lucie Roy – RSB	Regrets
ADGESBQ - School Board Directors General	Cindy Finn	
CEGEPS	John McMahon	Partial
A.A.E.S.Q.	Christie Brown Anna Villalta	
I.S.A.T.	Holly Hampson Sydney Benudiz	Regrets
QPAT	Andrew Adams Jennifer Baltuonis Mike Di Raddo 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 Partial
English-sector Universities	Bishops - Dawn Wiseman Concordia - Roma Medwid Joseph Levitan – McGill	Regrets

Non-voting members		
Assistant Deputy Ministers	Marie-Josée Blais	Regrets
DSREA	Boyd Lavallée Cheryl Cantin	
LEARN	Christine Truesdale	
LCEEQ Coordinator	John Ryan	
GUESTS Alain Breuleux		

1. WORDS OF WELCOME

Cindy Finn welcomed everyone to the meeting and then made a land acknowledgement. She linked her introduction to the presentation Kevin Lamoureux made as the Closing Plenary Speaker at the Annual Conference stating that reconciliation was a gift.

2. APPROVAL OF THE MINUTES

Resolution #105-2023-03-23

It was moved by **Roma Medwid** and seconded by **Stewart Aitken** and unanimously resolved that the Minutes of the Meeting of January 19, 2023, be approved as circulated.

3. RESEARCH REPORT

Alain Breuleux, primary researcher, provided an update on the progress of the project designed to address the question, *What does the English-speaking Educational Community in Québec Envisage Beyond the Pandemic* since the completion of Phase I in June 2022.

He identified the goals of Phase II:

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

He reported on the data collected from the discussion by the LCEEQ Committee at the September 15, 2022 Regular Meeting around the four questions identified for further study:

- ✓ 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 complete report can be found in Appendix I.

Boyd Lavallée enquired as to when DSREA should expect to see the Report for Phase I. Dr. Breuleux reported that there had been delays in finalizing the report but that it should be deposited within a few weeks.

4. BILL 96 – IMPACT ON THE EDUCATION SYSTEM

John McMahon gave an update on the latest development in the CEGEP system. Given that Round I of registration was underway and that the Language Policy was expected for June 1st. It would not be applied in the Fall Semester but would apply in Winter 2024.

He stated that there was agreement that qualified certificate holders would be offered a place in one of the three major CEGEPS. However, the offer may not be in a programme of choice depending on availability.

There were small group discussions related to the concerns/implications of the Bill on the Youth Sector. In reporting back to the main group the following points were noted:

- Qualifying for CEGEP, lack of plan for students graduating from youth sector and transitioning to CEGEP – it's not necessarily the students' fault; Français langue seconde enrichi needed for CEGEP readiness, but parents choose Français de base for better marks
- At university level – will measures be coming? Also aligned with push to 55% QC students may impact bottom line. There needs to be discussions among the three universities about implications
- Other provinces target our Education Graduates because they are bilingual
- There are a number of requests from parents to open Grade 12 courses in schools
- Pressure on the system to improve the quality of French instruction
- Overall theme – increased anxiety for parents regarding the educational experience of their children
- How are we supporting our institutions in improving the French language instruction? More information is needed about the outcomes and the opportunities to leverage improved bilingualism and the acquisition of French
- Understanding the implications of our structure on the detection and early intervention for students with potential learning difficulties
- As the education system will likely need to better support the French language literacy of students, increases to the offering of French-language subjects (subject time allocation) would impact staffing, despite there already being a lack of French teachers.
- As strategic plans are now under consideration, could the increases in French language courses lead to higher drop-out rates.

- School Boards are considering how they can become better at creating bilingual students, not necessarily by increasing minutes but competency, is it really more options in French that are needed?
- Need to have conversations with stakeholders to debunk the myths of language acquisition / students with special needs can be successful in French streams / getting the message out is a slow process
- Seeing more students with special needs from the French sector / systemic issue / eligibility exemption
- Fewer other languages offerings in CEGEPs, those interested in multilingual options might choose the French system for higher learning
- If teachers are expected to send out all group parental communication, the complexity of the teacher's workload should be recognized and/or translation resources offered.

5. LCEEQ BUSINESS ITEMS

In the absence of Marie-Josée Blais, the Reports of the **ADM** and **DSREA** were delivered by Boyd Lavallée:

Report of the ADM

There is some reorganization taking place at the Ministry of Education. Much of the focus of the work at present is in budget reviews for the coming academic year.

The Linguistic Policy is being reviewed by the Office Québécoise de la langue française (OFL), The target date remains as June 1, 2023.

Mr. Bernier, the national ombudsman has asked to meet with representatives of the English Sector. It is expected that he will be meeting with the Directors General Table.

Progress continues on the Provincial Strategic Plan. A preliminary document is expected in early to mid-April.

DSREA Report

Boyd Lavallee reported that there was an agreement in principle for the Canada Quebec Entente and that the signing process was underway. It should be complete by the end of March.

He reported that at present the Culture and Citizenship in Quebec (CCQ) was to be implemented in September 2024. He would advise the milieu if there were to be delays. .

Conference 2023

John Ryan deposited the Final Report. The report can be found on the LCEEQ website.

Conference 2024

John Ryan reminded the membership that the next Annual Conference was scheduled to take place on February 12-13, 2024. The feedback survey for Conference 2023 included a question about the format for next February. The results were inconclusive as to an in-person versus virtual format with an equal number of respondents for each. A number of suggestions were offered as to the theme. Consensus at the table was that the Steering Committee would decide.

Note: At the Steering Committee meeting the following day the decision was taken that the format would alternate over the next two-year period with the 2024 Conference being in person while the 2025 version would be virtual. The theme of the 2024 will focus on *Belonging*.

Funding 2023-2024

John Ryan reported that the Funding Document was now in circulation. It was distributed in the March Newsletter and is available on the website.

New Subcommittee

John Ryan informed the table that the former Youth CEGEP Transition Committee has been resurrected and will include transitions to Adult and Vocational Education as well. **Mark Sutherland** has accepted the invitation to manage the Committee. He will recruit membership with the intention of full operation in the next academic year.

Steering Committee Nominations

Given the creation of a new LCEEQ Committee for the next two-year cycle, there is also a need to create a new Steering Committee. John Ryan reminded members that the procedure is that a member may nominate an individual that will be part of the Regular Committee 2023-2025 having confirmed that the individual will accept the nomination to the Steering Committee. The nomination requires a seconder. Nominations are now welcome.

Anticipation of the April Seminar

Cindy Finn reminded members of the importance of this special annual meeting and encouraged as many as possible to attend the session planned for the Lester B. Pearson School Board on April 27-28, 2023. The focus of the two-day session animated by Avril Aitken will be the Strategic Plan 2023-2026 and the recommendations of the Accompaniment Project.

6. Adjournment

On a motion by James Walker the meeting was adjourned at 12:40.

Appendix I

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

PHASE 2

Update 2023-03-23

Alain Breuleux, Nilou Baradaran, Chao Zhang

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?

THE DATA COLLECTED ON SEPT 15, 2022

6 GROUPS:

- FOUR GROUPS IN-PERSON
- TWO GROUPS VIA ZOOM

@SWLSB

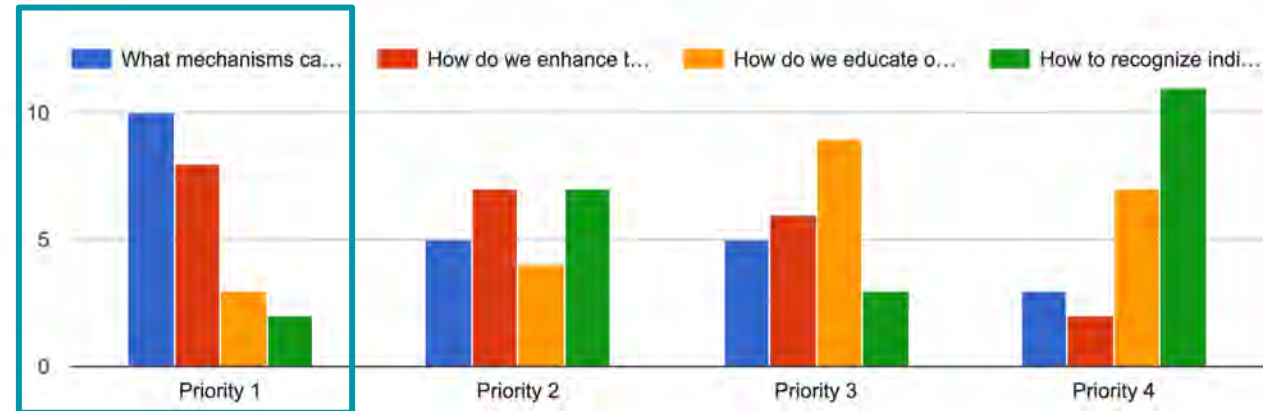
HOSTED BY LCEEQ

Three Prompts

- What are the meanings of the themes to you?
- What evidence?
- What are the implications of the themes

MECHANISMS TO SUPPORT MENTAL HEALTH

From your knowledge of the members of your group prioritize these themes.



What mechanisms can be incorporated into the educational system to support mental health?

What are the meanings of the themes to you?

- **Structural systems**
- **Partnerships**
- **Being Intentional**
- **Everyone** is responsible for mental health – not isolated
- **Adult well-being is crucial to the well-being of students**
- **HR: Staff shortages impact on mental health**
 - **Recruitment strategies**
 - **Support services**
 - **Training**
 - **Other tasks required of staff**

What evidence?

- **Staff shortages**
- **other tasks required of staff**
- **Student numbers accessing support services**

What are the implications of the themes (need process, scaffolds, etc. to facilitate this process)

- **Need for intentionally structured systems**
- **Mental health needs to be thought of beyond funding and provision of staff – recruitment, support services, needs to have priorities for training, supportive structures for students and staff to seek help, action plans**
- **Pro-active**

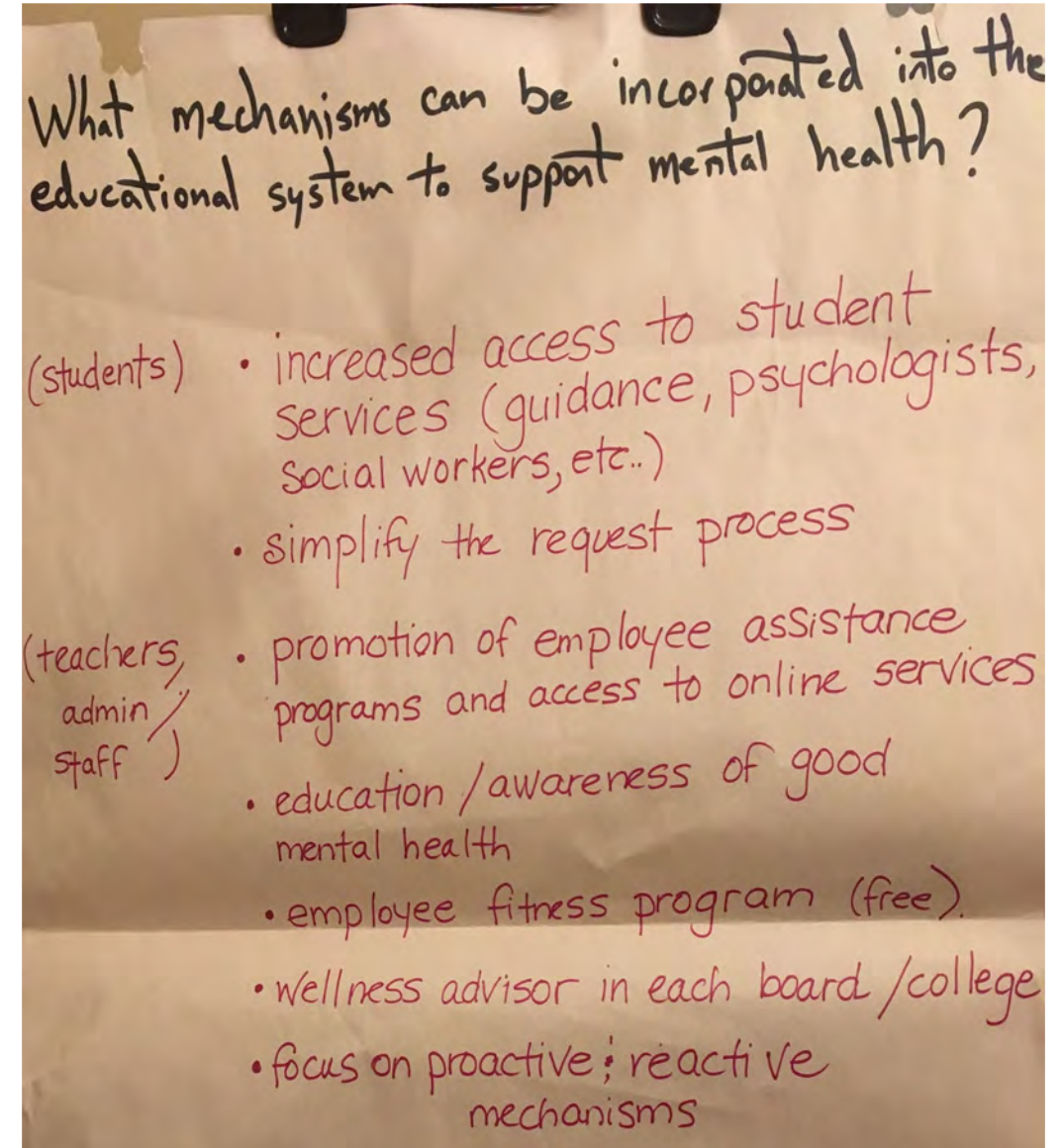
Theme 1—What mechanisms can be incorporated into the educational system to support mental health?

(Students)

- Increased access to student services (guidance, psychologists, social workers, etc.)
- Simplify the request process

(Teachers/Admin/Staff)

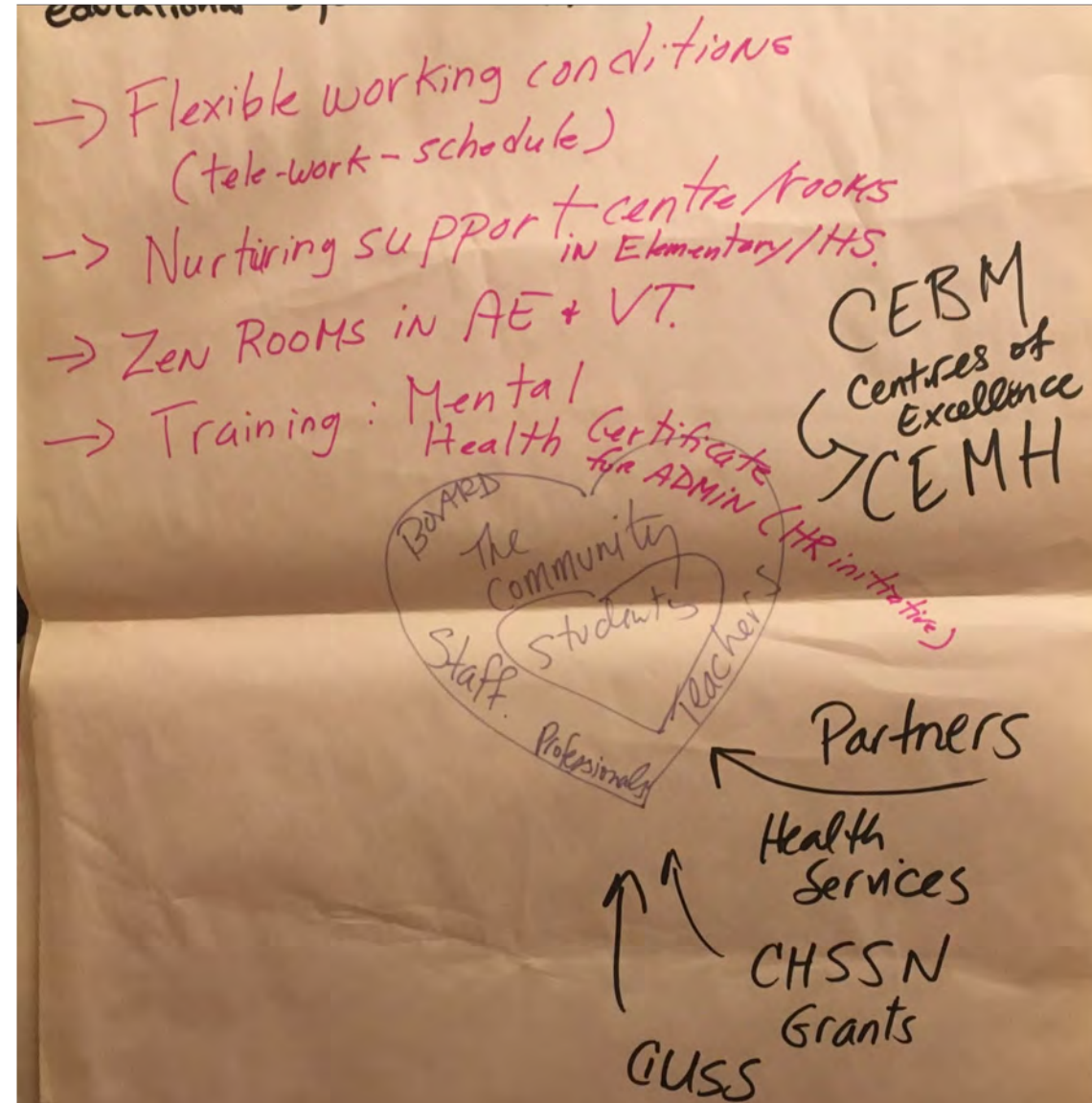
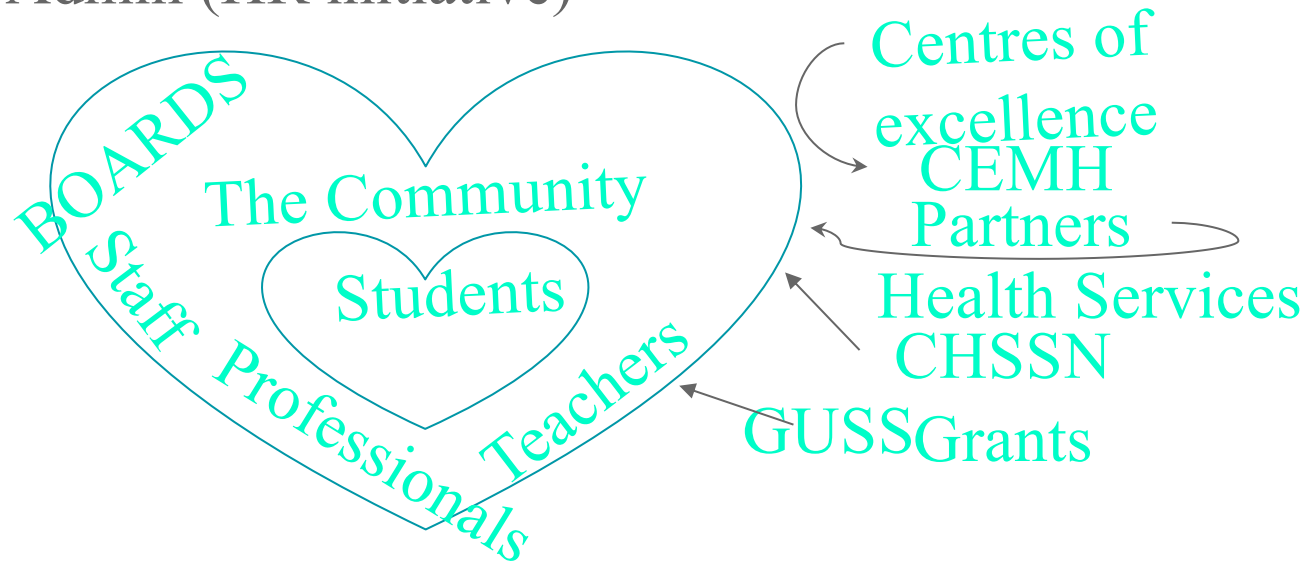
- Promotion of employee assistance programs and access to online services
- Education/awareness of good mental health
- Employee fitness program (free)
- Wellness advisor in each board/college
- Focus on proactive & reactive mechanisms



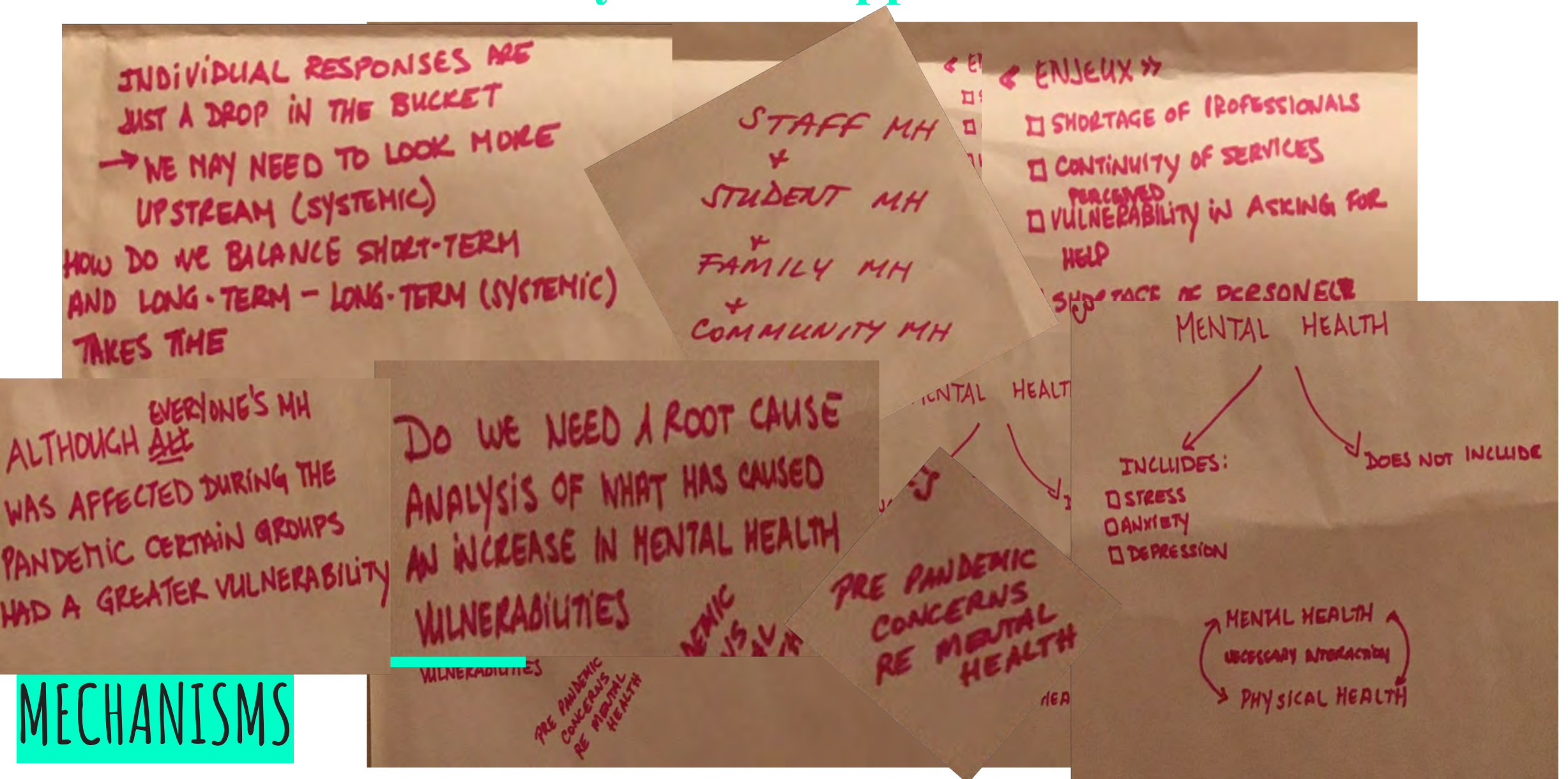
THEME 1 MENTAL HEALTH MECHANISMS

Theme 1—What mechanisms can be incorporated into the educational system to support mental health?

- Flexible working conditions (tele-work-schedule)
- Nurturing support + centre/rooms in Elementary/HS
- Zen Rooms in AE + VT
- Training Mental Health Certification for Admin (HR initiative)



Theme 1—What mechanisms can be incorporated into the educational system to support mental health?



Theme 1—What mechanisms can be incorporated into the educational system to support mental health?

1-Identification of mental health status

Gathering data

Identifying gaps

2- Implementing early interventions

Classroom practices

School level support

Teacher development

Resource team meetings and support

3- Increase awareness of community resources

EPA

Centers of Excellence

Student services

What mechanisms can be incorporated into the educational system to support mental health?

① IDENTIFICATION OF MENTAL HEALTH STATUS:

→ gathering data

→ identifying gaps

*importance for all to be communicating

NANS
OUR SCHOOL
LUMIX FILTERS
GPT
ATTENDANCE
ANNECTODAL

② IMPLEMENTING EARLY INTERVENTIONS

→ classroom practices

→ teacher development

→ Make use of Center of Excellence

→ Resource team meetings and supports

→ school level supports.

③ INCREASE AWARENESS OF Community Resources

→ EPA (employee assistance)

→ Centers of Excellence

→ Student services

SCHOOL BOARD/ASSOCIATION
various other services

Mental health

- Collective/Ripple/Systemic aspects: one's MH affects others' MH
- Awareness of/access to assistance/services (students & staff)
- Understanding of mental health
- Before/Now: what has caused an increase in mental health vulnerabilities?; Gather data on mental health
- Flexible working conditions (*learning conditions?*)
- Nurturing (heart shape with students in the center)
- Implement early interventions

CONNECTING CURRICULUM

From your knowledge of the members of your group prioritize these themes.



How do we enhance the capacity to connect curriculum with the lived realities of learners?

- What are the meanings of the themes to you?

The need for authenticity

It is not just about connections real life (we recognize that school is its own reality), but recognizing that **the value must be real in what we ask students to do**

Explicit connects must be made for students, in all spheres

Students must be able to express why they are doing what they are doing (what is that added value).

Recognizing that the adults bring themselves to the table when they enter the building too. What values, perspectives, what voice are they bringing? **If the adults are not connected to their own authenticity**, then they cannot make authentic connections for and with students.

Exploring the lived realities of the students, and knowing that this lived reality can be very different from that of the teachers and other adults; understanding how that affects the teaching and learning and the possible connections to the curriculum

The word “lived” in the term lived realities is important. What we deliver and propose must recognize this living that is different from person to person, from group to group.

- What evidence?

- What are the implications of the themes (need process, scaffolds, etc. to facilitate this process)

How do we ensure that teachers and school staff have the **time and space to consider the “lived experience”**

What structures can be implemented to explicitly and intentionally make room for lived experience and empower adults to design and plan authentically and with authenticity in mind.

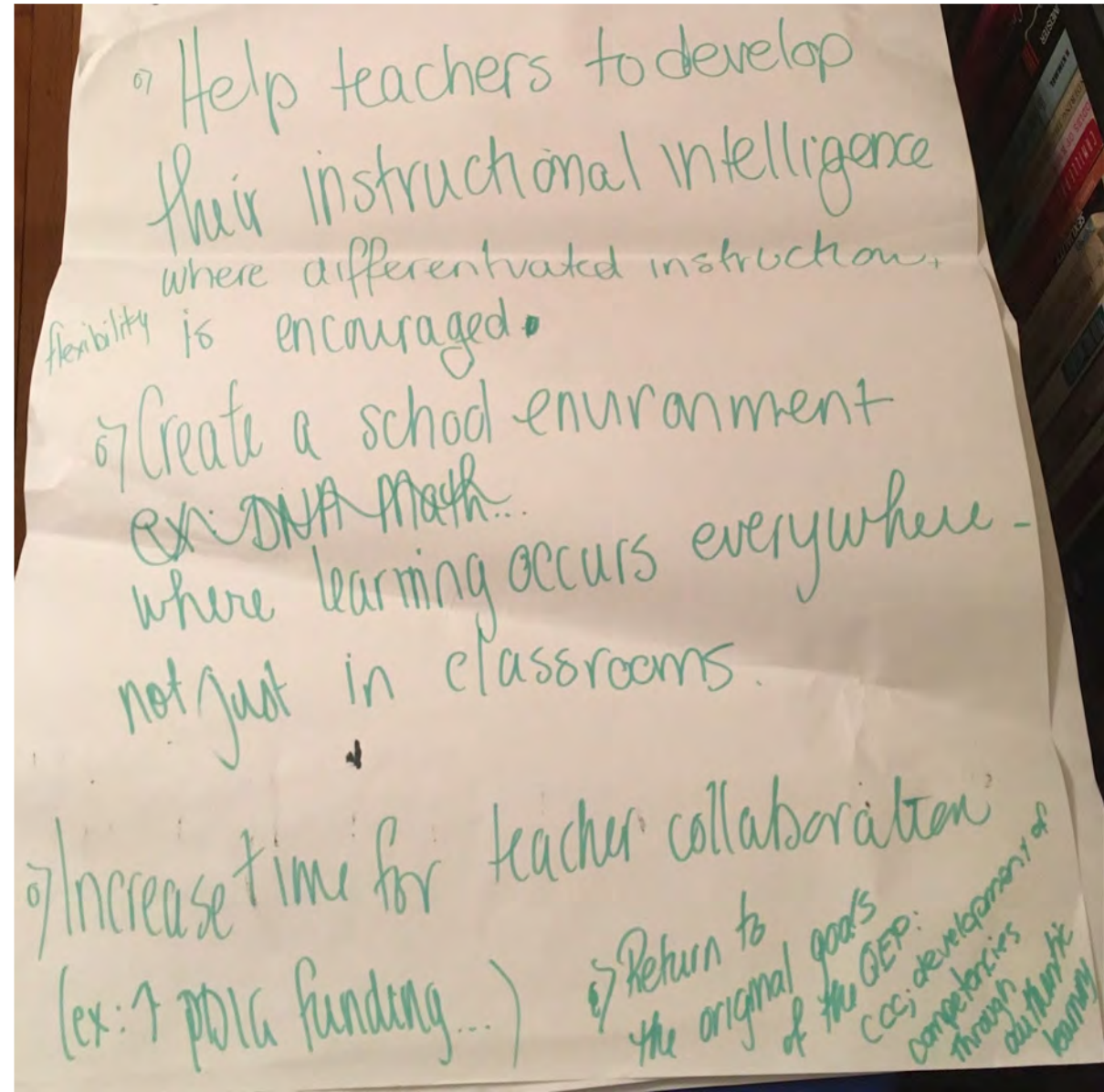
How do we make room for **the individual in a collective setting** (which is school). Lived realities are unique, even if groups share common aspects.

How do we enhance the capacity to connect curriculum with the lived realities of learners?

- What are the meanings of the themes to you?
 - Considering theme 1 helped orient our discussion of theme 2. Without shifting to a well-being first philosophy (look at the whole student), how can we understand the lived reality of all individuals?
 - Constraints of dealing with systems, regulations, frameworks.
 - Always in a state of flux, followed by reorientations.
-
- What evidence?
 - As each reality is different, how can we collect evidence?
-
- What are the implications of the themes (need process, scaffolds, etc. to facilitate this process)
 - Running parallel courses (well-being/academics), not truly embedded, coming from the outside.

Theme 2—How do we enhance the capacity to connect curriculum with the lived realities of learners?

- Differentiated instruction
- Learning everywhere
- Time for teacher collaboration



THEME 2 CONNECT CURRICULUM

Theme 2—How do we enhance the capacity to connect curriculum with the lived realities of learners?

IMPORTANCE OF PERSONAL IDENTITIES

The IMPACT OF LABELS

THIS [RELEVANCE] HAS HUGE IMPACT ON MH

RELEVANCE OF SCHOOL “WHY DO I GO TO SCHOOL”

Competencies may allow for more freedom integrating lived realities.

HOW DO WE EMBED THE THEMES IN CURRICULUM:

- 1) HOW DO WE MAXIMIZE STUDENT VOICE
- 2) HOW DO WE INCREASE REPRESENTATION (eg. in didactic material personnel)

HOW DO YOU ENHANCE ADULTS UNDERSTANDING OF DIFFERENT REALITIES

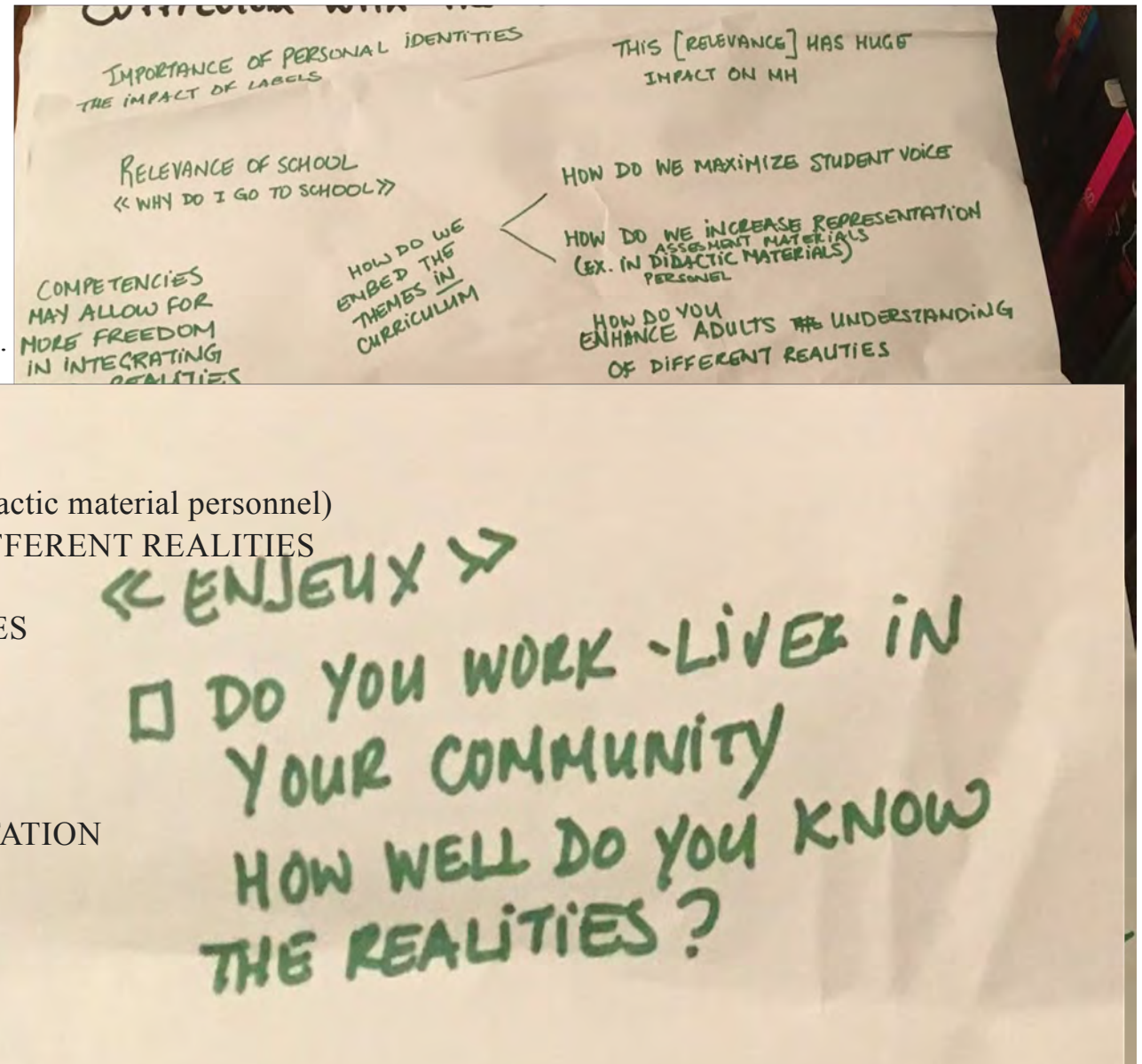
UNDERSTANDING VS ACCEPTANCE OF LIVED EXPERIENCES

LIVED REALITIES OF LEARNERS

VS LIVED REALITY OF MEMBERS OF SOCIETY

EX: NOT TEACHING CLASSIC LIT BECAUSE OF REPRESENTATION

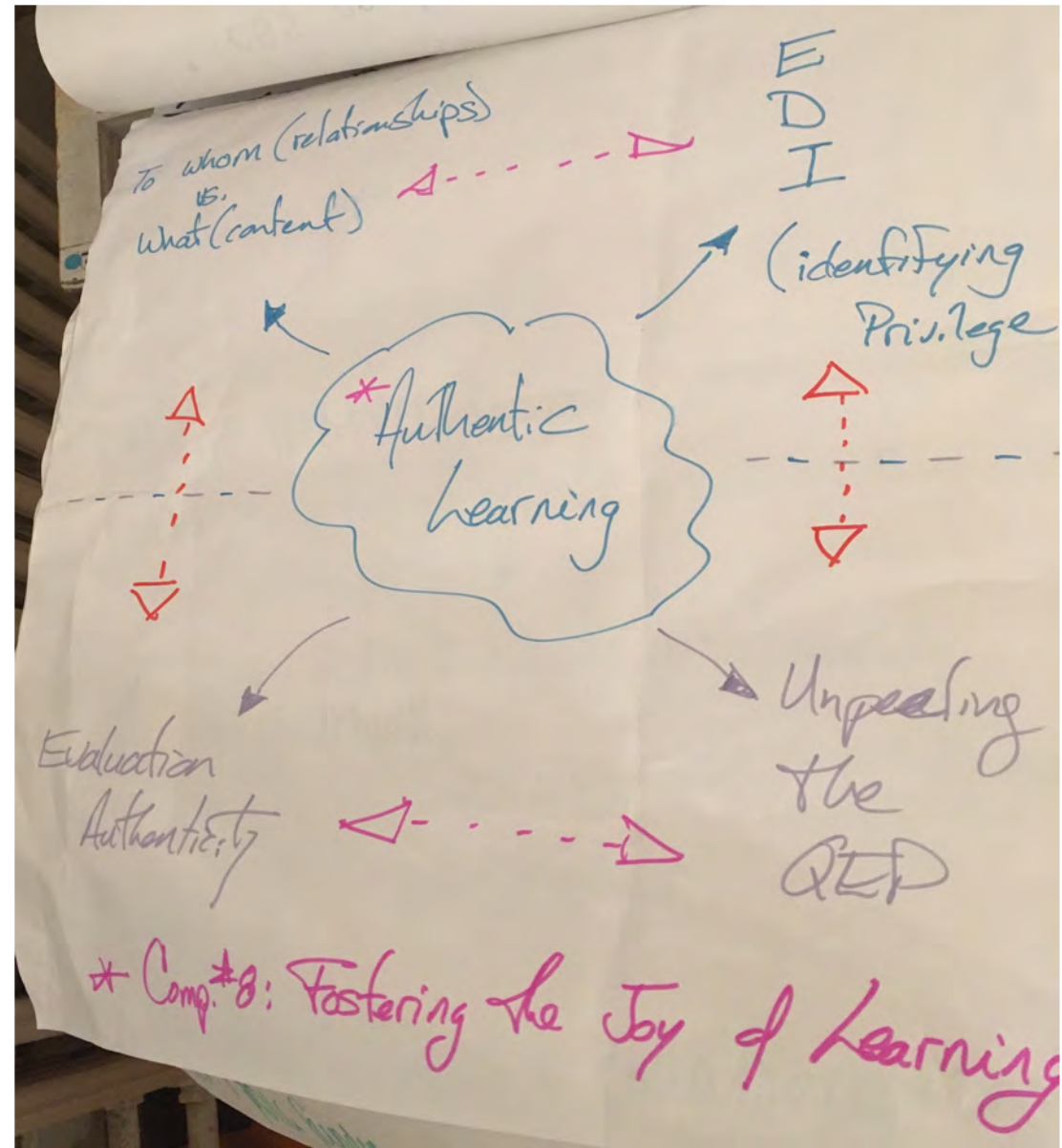
*PEOPLE MAKE A LOT OF ASSUMPTION—YOU NEVER KNOW



THEME 2 CONNECT CURRICULUM

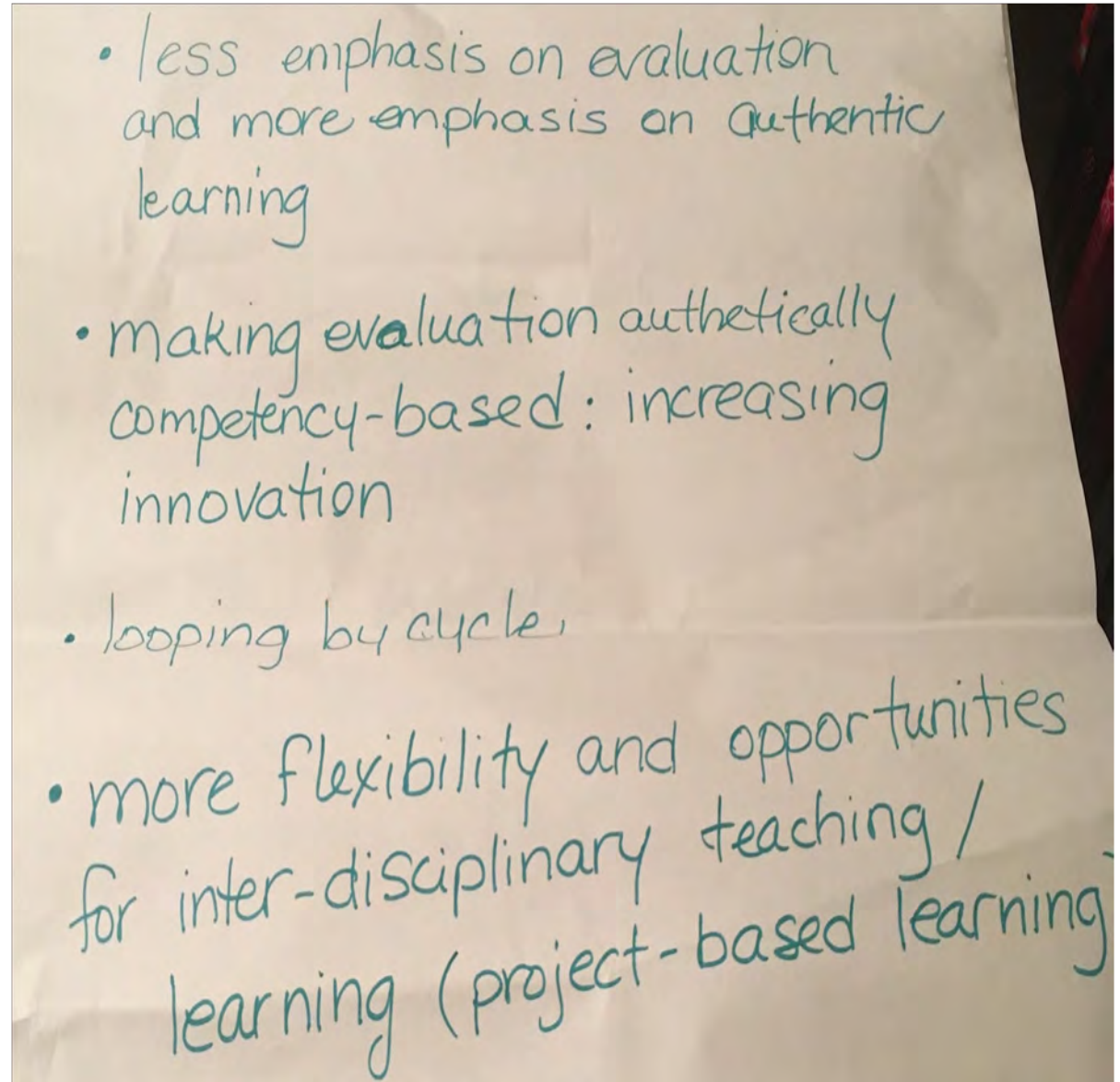
Theme 2—How do we enhance the capacity to connect curriculum with the lived realities of learners?

- Whom (relationships) versus What (content)
- EDI (identifying privilege)
- Education authenticity
- Unpeeling the QEP
- Comp 8: Fostering the joy of learning.



Theme 2—How do we enhance the capacity to connect curriculum with the lived realities of learners?

- Less emphasis on evaluation and more emphasis on authentic learning
- Making evaluation authentically competency-based: increasing innovation
- Looping by Cycle
- More flexibility and opportunities for interdisciplinary teaching/learning (project-based learning)



Curriculum connection

- How well do we know each other's realities: a call for dialogue; In all spheres.
- Complexity of “lived experience”: deep, personal versus collective, each “reality” is different, difficult to collect evidence; need time and space to consider “lived” experience; Increase time to teacher collaboration; How to enhance adults’ understandings of different realities;
- Students must be able to explain why they are doing what they do: “why do I go to school”;
- Collective/Ripple/Systemic aspects: teachers’ sense of connection affects students;
- Less evaluation More learning;
- Connection with Theme 1 (the whole student); Differentiated instruction; Learning everywhere;

SUCCESS IN SCHOOL

From your knowledge of the members of your group prioritize these themes.



How do we educate ourselves and the community at large to what success in school should look like?

- Is defining it as success in school missing out on the bigger picture? Instead, by focusing what **success in life** looks like be a more relevant starting point, and work back from there
- Managing or reorienting **parent expectations; parent understanding** of school success is not always conducive to “human” progress and the recognition of authentic achievement.
- Recognizing and valuing the true possibilities afforded to students through alternate pathways
- Continue to educate around the value of paths that are not the ‘standard’ trajectory of an ‘average’ student (valorising vocational, alternative, etc programs)
 - Resilience, day to day success
 - Numeric value associated with success – hard to separate the success from the mark (AGREE! Other online group)
 - Understanding the learner – regardless of the pathway or program
 - Success from the student’s perspective – what do they feel successful in
 - Small successes - Feeling safe, coming to school, enjoyed class, be around peers, being present, handing in homework on time, building on small successes to larger goals(sorry don’t have separate link to add to other doc!)

What evidence? Parental **attitudes** - I don’t want my child to take this path, they must continue with college-track math/science etc, choosing an alternate path is ‘giving up’ vs. I want my child to be happy and find meaning in their education, I want them to be successful, I would like to best support MY student, what are our options?

- Student attitudes - Willing to explore/consider various pathways and options, AWARENESS that there are alternatives (as evidenced by inquiries/requests for information, etc), success rates linked to pursuing a variety of paths
- Institutional evidence - Requests for information, **engagement in IEP planning** processes (family/school),

- What are the implications of the themes (need process, scaffolds, etc. to facilitate this process)

How do we focus on **success as a life endeavour**, with school as a way to get there, as opposed to school success being a separate entity?- yes! This sentiment was echoed by our group as well

- Thinking of **UDL** – what are the barriers to success
- How do we convince the community that success is not only a mark on a report card
- Personal professional success

Theme 3—How do we educate ourselves and the community at large to what success in school should look like?

- rethinking / reflection on the definition of success involving all sectors boards - college - universities - and industries
- demystify bias re: Vocational and technical programs

THEME 3 SUCCESS IN SCHOOL

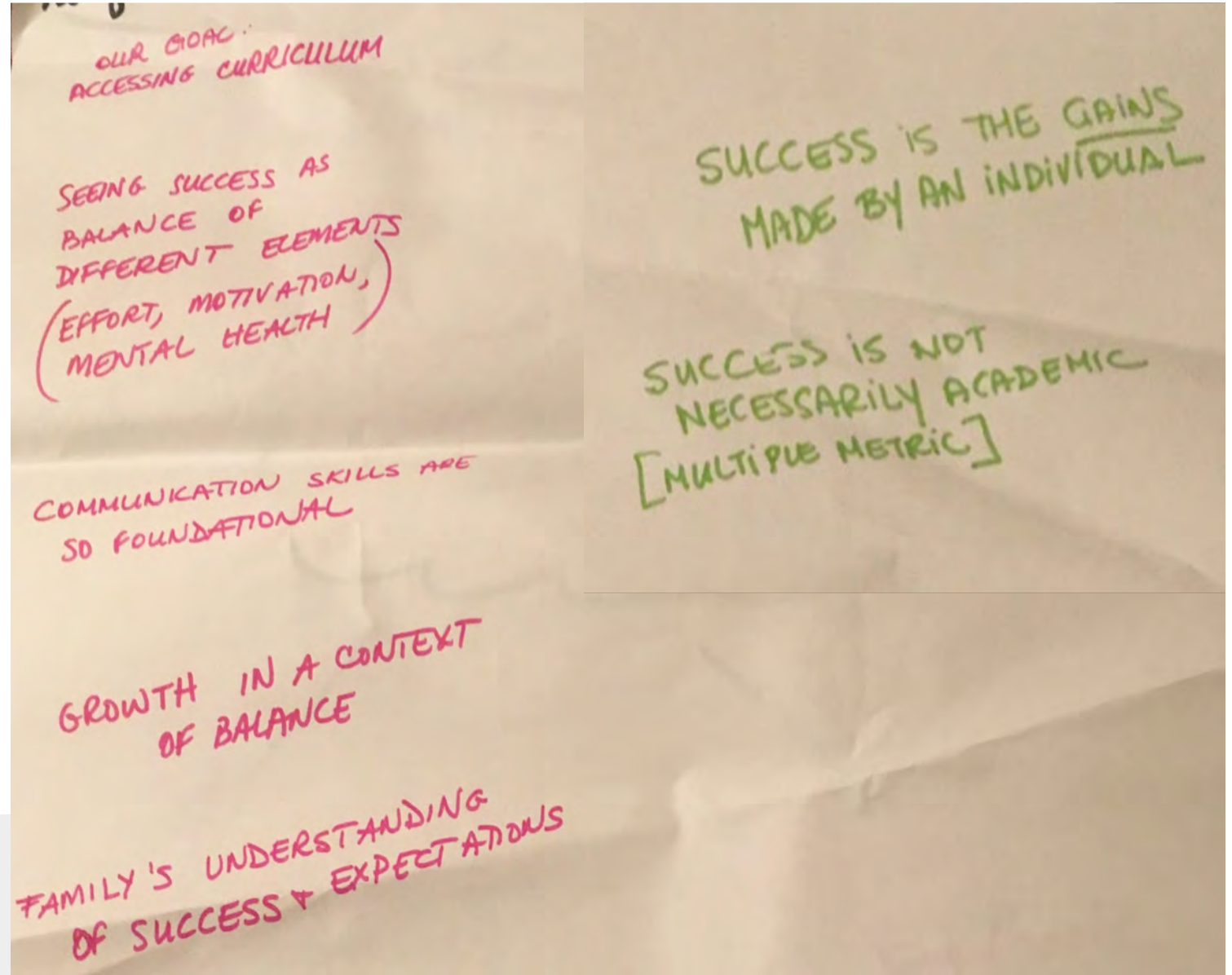
Theme 3—How do we educate ourselves and the community at large to what success in school should look like?

Collaborative definition of success needs to be built with stakeholders of the school community.

ex: meetings where discussions about the different pathways + what success means to individuals.

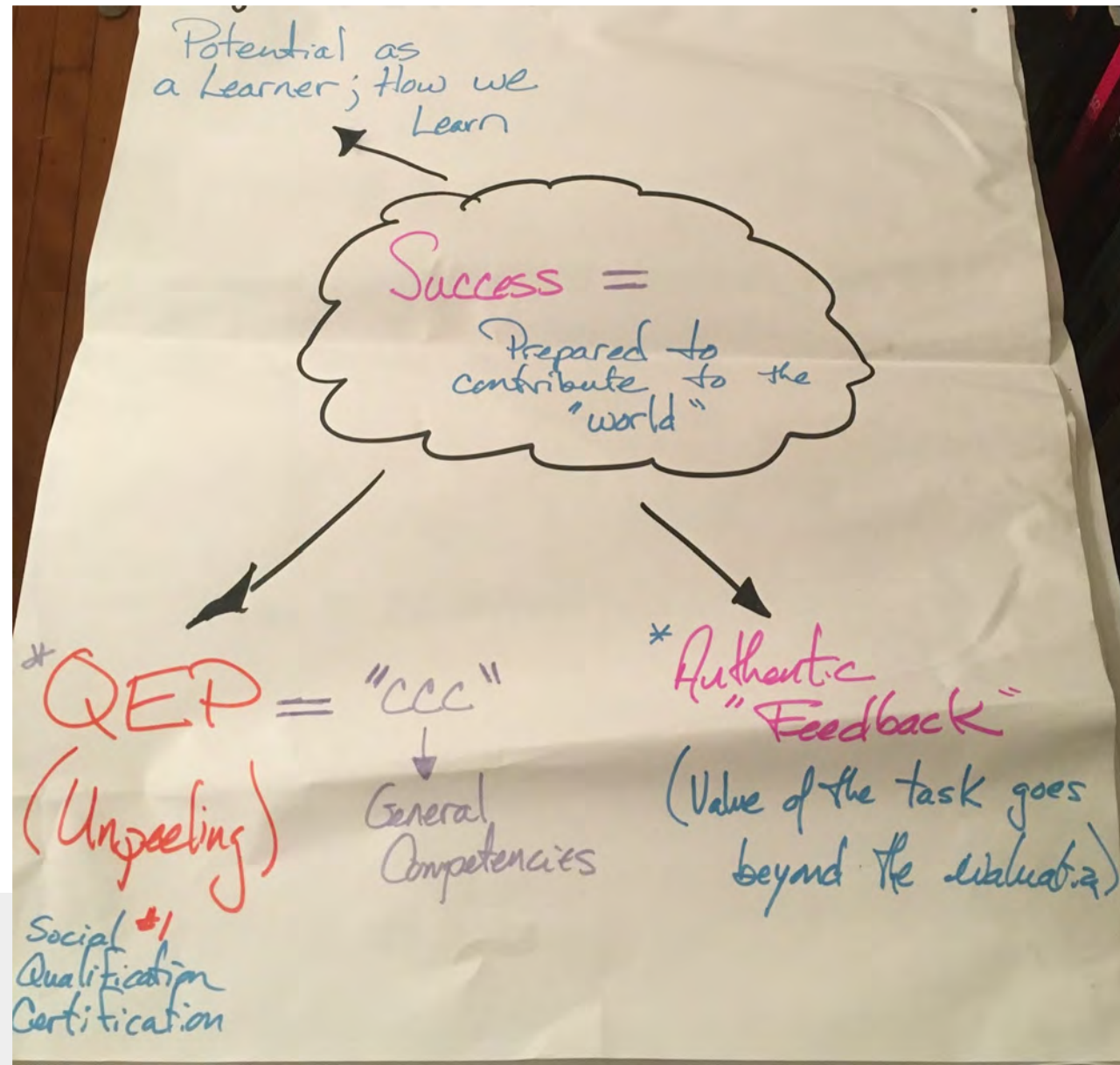
THEME 3 SUCCESS IN SCHOOL

Theme 3—How do we educate ourselves and the community at large to what success in school should look like?



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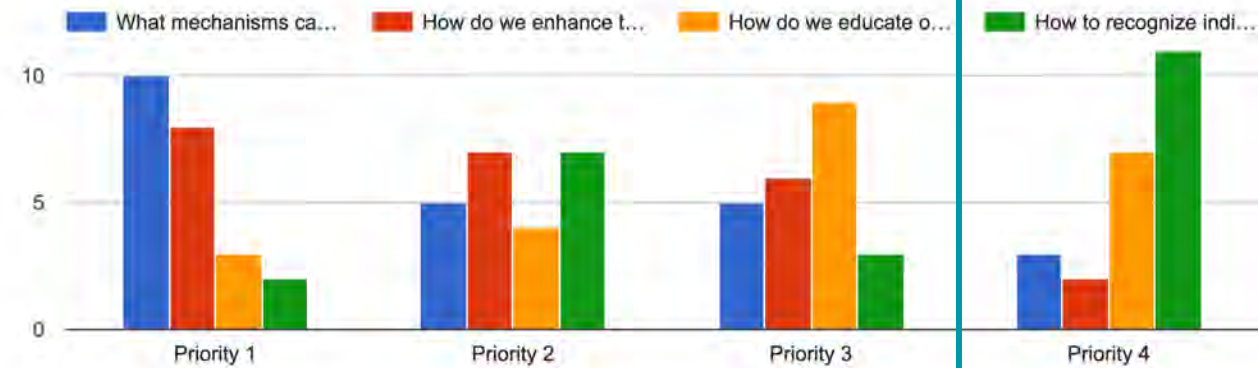
THEME 3 SUCCESS IN SCHOOL

Success in School

- Collective redefinition of success (involve community), across sectors.
- Parent/family expectations/understandings.
- Success in school versus in life.
- Success as equilibrium/balance.
- Evidence in attitudes and awareness of alternative paths (parents, students, staff); engagement in IEP planning.

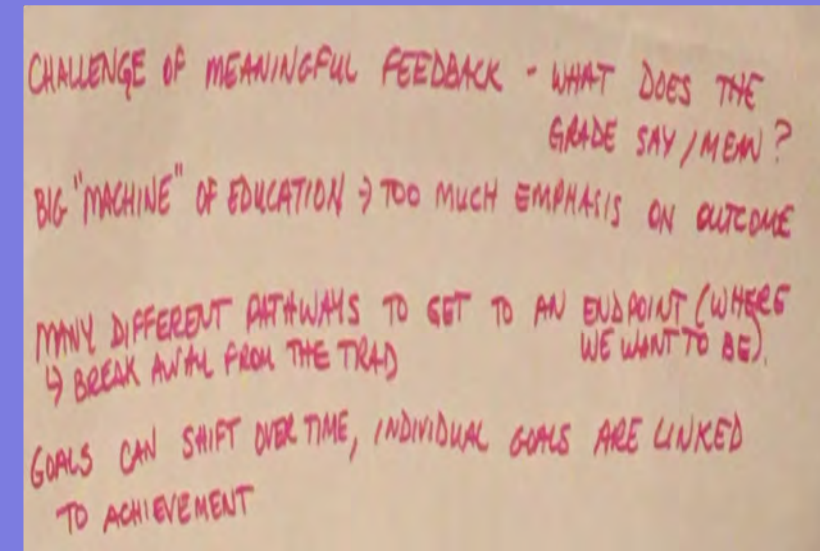
ACHIEVEMENT BEYOND GRADING

From your knowledge of the members of your group prioritize these themes.



Theme 4—How to recognize individual achievement beyond a percentage or letter grade?

- CHALLENGE OF MEANINGFUL FEEDBACK
 - *What does the grade say/mean?
- **BIG “MACHINE”** of EDUCATION → too much emphasis on outcome
- Many **different pathways** to get to an education (where want to be)
- Break away from the traditional
- Goals can shift over time, individual goals are linked to achievement



CHALLENGE OF MEANINGFUL FEEDBACK - WHAT DOES THE GRADE SAY / MEAN?

BIG "MACHINE" OF EDUCATION → TOO MUCH EMPHASIS ON OUTCOME

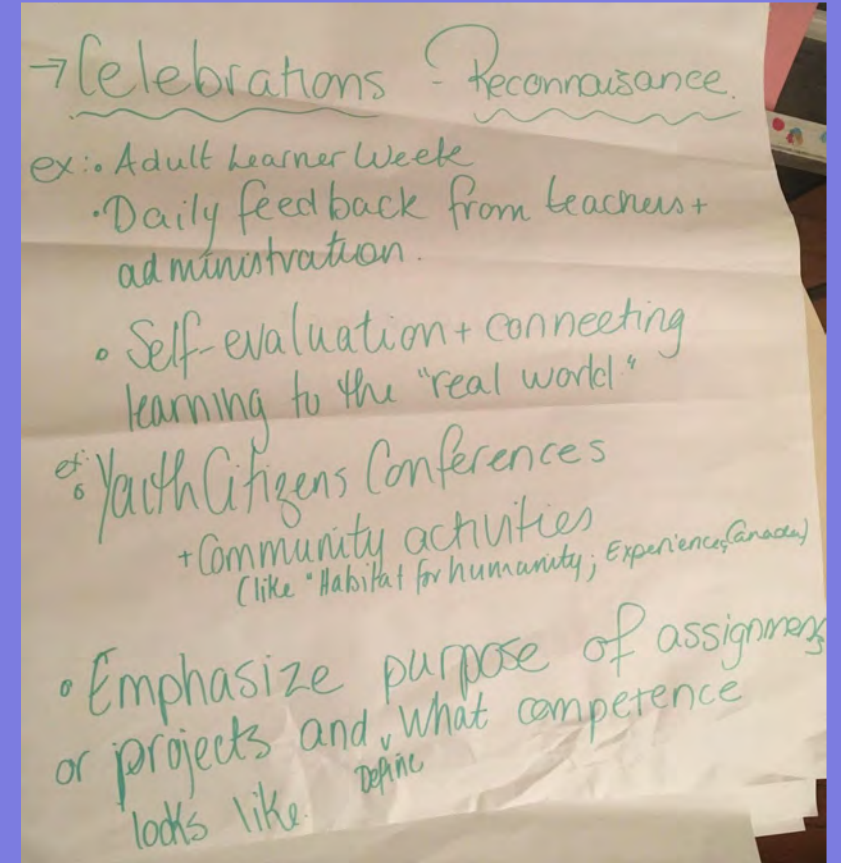
MANY DIFFERENT PATHWAYS TO GET TO AN ENDPOINT (WHERE WE WANT TO BE).
↳ BREAK AWAY FROM THE TRAD

GOALS CAN SHIFT OVER TIME, INDIVIDUAL GOALS ARE LINKED TO ACHIEVEMENT

THEME 4 BEYOND GRADING

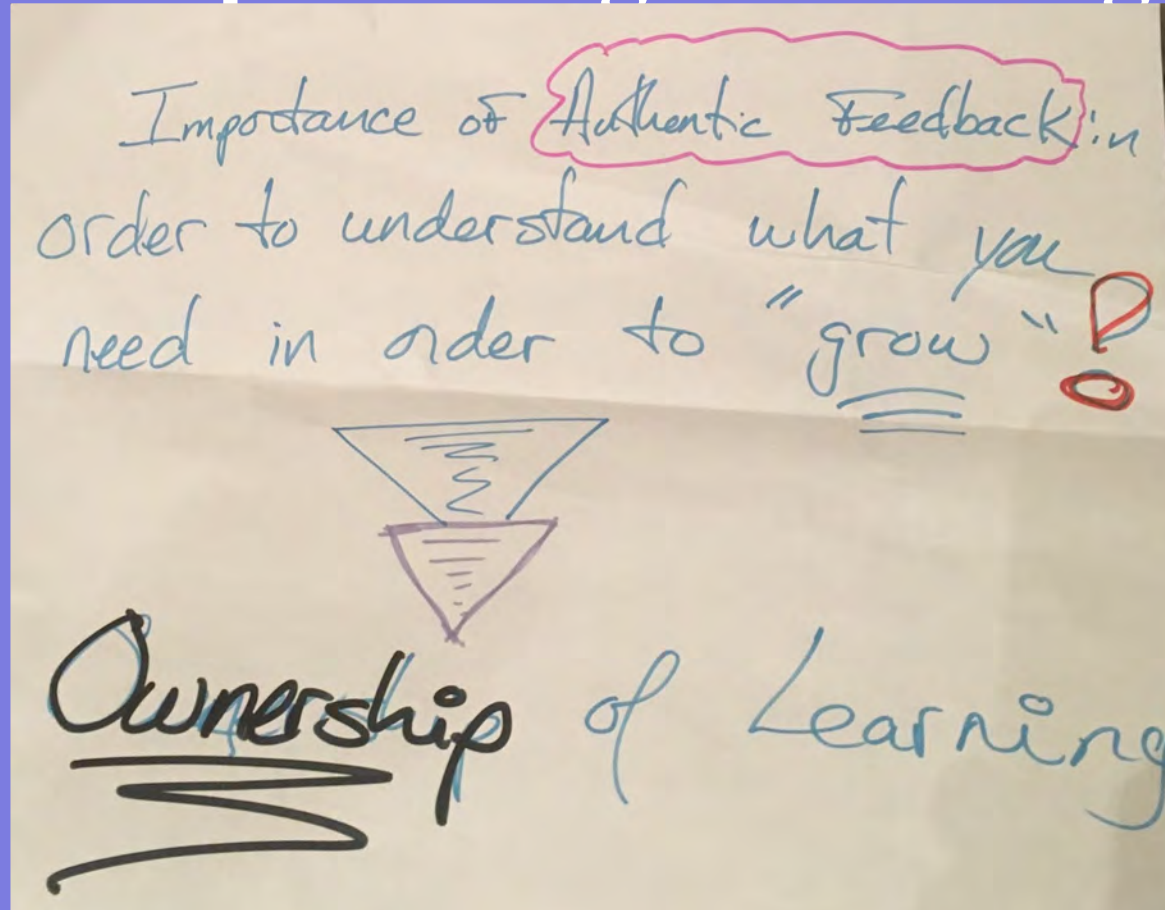
Theme 4—How to recognize individual achievement beyond a percentage or letter grade?

- → Celebrations Reconnaissance
- Ex: Adult Learner Week
- Daily Feedback from teachers + administration
- self-evaluation + connecting learning to the “real world”
- Ex: Youth Citizens Conferences
- + community activities (like Habitat for humanity; Experience care)
- Emphasize purpose of assignment or projects and define what competence looks like.



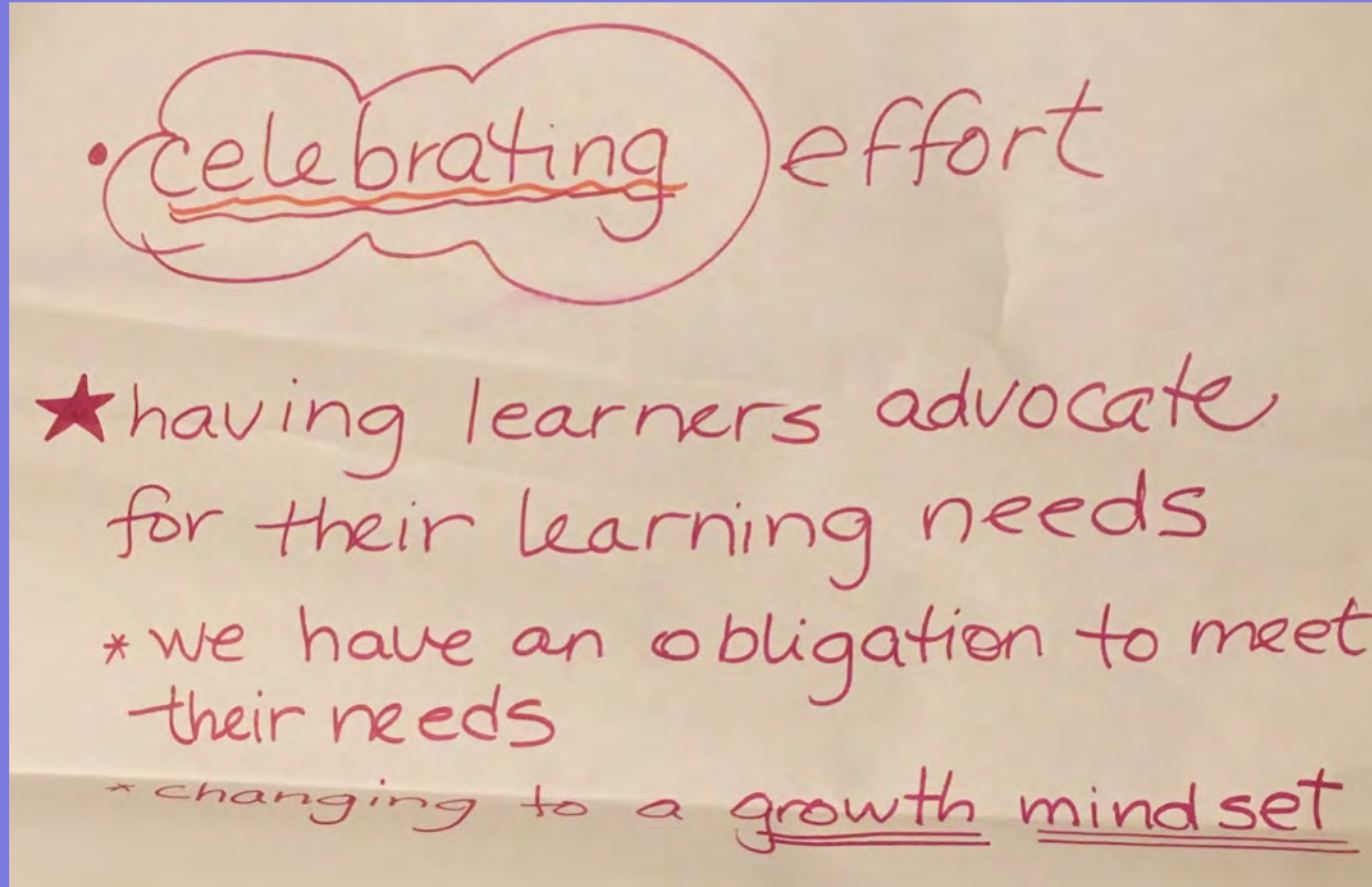
THEME 4 BEYOND GRADING

Theme 4—How to recognize individual achievement beyond a percentage or letter grade?



THEME 4 BEYOND GRADING

Theme 4—How to recognize individual achievement beyond a percentage or letter grade?



THEME 4 BEYOND GRADING

How to recognize individual achievement beyond a percentage or letter grade?

What are the meanings of the themes to you?

- **How can we celebrate learning, success? How do we identify what it is, what do we celebrate?**
- **Science Fairs, athletics tournaments, academic as well as broader**
- **Identifying what achievement is - and working within/in spite of the external systems and frameworks (college admissions, ministry qualification requirements, etc)**
 - **Feedback, growth, progress**
 - **Do you ‘see me’, Do you ‘hear’ me?– being seen by the adults is valued by students**
 - **Shared opportunities**
 - **Varied sharing – to allow for different types of success**

What evidence?

- **Opportunities to celebrate a broader range of achievement - awards ceremony that includes social and other awards, not just academic**
- **Factors that actually represent success VS solely marks (increased/more consistent attendance, participation in class, turning in assignments)**

What are the implications of the themes (need process, scaffolds, etc. to facilitate this process)

- **Report can get in the way - we have a structure we need to fit in to**
- **Admissions to CEGEP and university**
 - **Intentionally looking at recognition of student successes – whatever those successes may be**
 - **Takes a skill for teachers to create an environment to share safely – how to ensure respect for all contributions**

How to recognize individual achievement beyond a percentage or letter grade?

- What are the meanings of the themes to you?
- Feedback vs. letter
- Am I seen? / Am I heard?
- Intentional **recognition** (structured)
- What's the value? / What's the impact?
- Recognize that an individual's sharing of their opinion or self is always an achievement.

- What evidence?

- What are the implications of the themes (need process, scaffolds, etc. to facilitate this process)

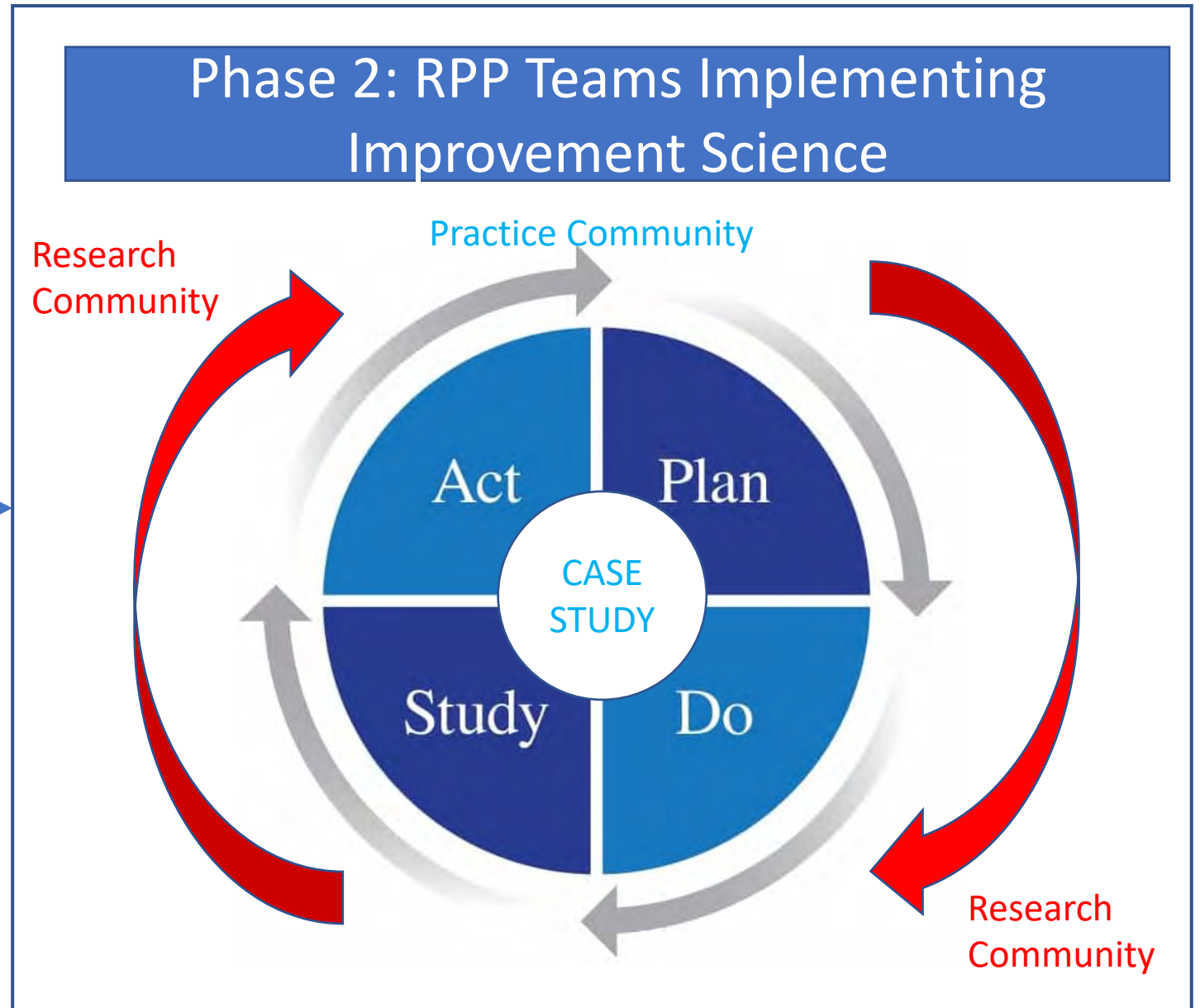
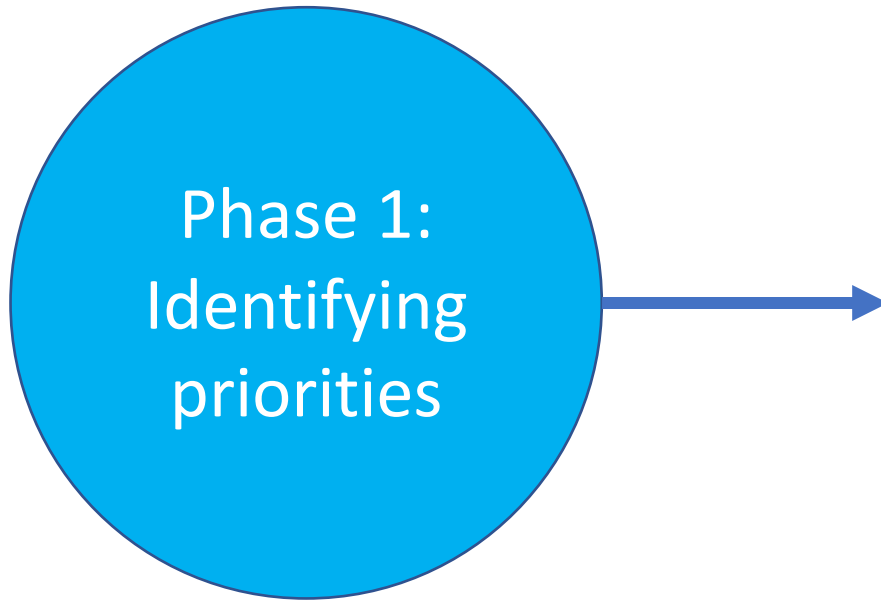
Achievement beyond letter grade

- Working within/in spite of the external systems.
- Broadening recognition: of opinion, of identity, of pathways.
- Varied forms and measures of participation/engagement.
- Authentic feedback; connecting to real life.
- Create environments to share safely (implication for teacher PD).

Overall

- Connections across themes: Identity – mental well-being – authentic learning – evaluation of learning connected to lived experiences - recognition of identity. Implication for cross theme jigsaw processes during working groups
- Acknowledgement of the complexities and need for deeper understandings
- Ripple/systemic nature of the phenomena
- Point to existing resources that need to be better used (data)
- Very few comments on *Evidence*

What's next?



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 literature for each theme

- Reflecting the state of research but also including useful professional resources
- Updating with local sources (e.g., dissertations and theses from Quebec Universities)
- Preparing brief to the ADM
- Note: This review will be updated periodically on the basis of work within the Research-Practice Working Groups
 - New search terms, expanded definition of theme, etc.

Development of pre-post measures on 4 themes & RPP (for both practitioners and researchers)

- Pre-tests to be administered Spring 2023 to establish a baseline. Challenge: balance coverage with need to be relatively brief.
- Measures of awareness and understanding of issue, perceived capacity to address the issue, data on existing/previous initiatives concerning the issue
- Measures of understanding and experiences to bridge the research-practice gap and build research-based practices and practice-oriented research
 - Awareness of the challenges of research-practice connection and of existing initiatives to address them
 - Data on key indicators such as: available time in schedule to participate in RPP, number of touch points involving “joint work”.

Examples of questions

- **Perception of capacity:** How confident are you in your capacity to connect your curriculum to the lives of your students? 1 to 5
- **Lived experiences and outcomes:**
 - To what extent have you engaged in an initiative to overcome a challenge in your practice? 1 to 5
 - To what extent the initiative was successful? 1 to 5
- **Existing opportunities for collaborative inquiry:** Approximately how many hours have you spent last semester meeting/collaborating with [colleagues/researchers] to discuss challenges in your practice?

Research-Practice Working Groups

- Starting Spring 2023, 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 (using resources provided by the project, such as professional and research literature)
 - Share perspectives and know each other better
 - Initiate a PDSA cycle of practical experimentations
- At least two individuals from a given organization to prevent isolation and ensure institutional buy-in
- Jigsaw process to ensure mutual awareness of work across working groups

Research-Practice Working Groups

- Meetings facilitated with *change laboratory* and *design sprint* processes.
- Between-meetings collaborative work with on-line discussions, collaborative work, and shared documents, facilitated by the research team
- Initial meeting to start discussing data and perspectives about problematic aspects of the current situation, sampling some current or recent initiatives/responses, and assign tasks for activities taking place between sessions
- Further meetings and activities to develop, test, pilot, and refine potential new forms of practice or exploratory initiatives.

Research-Practice Working Groups 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

What might the work look like...

- Student teachers, cooperating teachers, and faculty members working together to engage in collaborative action research on an issue of assessment
- Summer Institutes to bring together practitioners, students, and researchers to connect curriculum with the lived experiences of students
- Initiatives to map the mental well-being issues in different school boards.

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