



MINUTES OF THE MEETING HELD ON Thursday, September 15, 2022
Sir Wilfrid Laurier School Board

Member Organization	Name	
School Board Representatives	Stewart Aitken – WQSB (ZOOM) Mat Canavan– LBPSB Lynda da Silveira – SWLSB Deborah Foltin – ESSB (ZOOM) Stéphane Lagacé- CQSB Eva Lettner - ETSB Jessica Saada – RSB (ZOOM) Anna Sanalidro – EMSB (ZOOM) James Walker – NFSB	
Complementary services:	Lisa Falasconi - WQSB (ZOOM) 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.	Christie Brown Anna Villalta	
I.S.A.T.	Holly Hampson (ZOOM) Sydney Benudiz	Regrets
QPAT	Andrew Adams Mike Di Raddo (ZOOM) Anne-Marie Rheubottom	
PROFESSIONALS' ASSOCIATIONS	Caroline Erdos Lise Lecompte	Regrets
Special-status Boards Educational Services Representatives	Cree S.B. – Kimberly Quinn Kativik S.B. – Erik Olsthoorn Littoral S.B. – Katia Tardif (ZOOM)	Regrets
English-sector Universities	Bishops - Dawn Wiseman Concordia - Roma Medwid Joseph Levitan – McGill	Regrets Regrets Regrets

Non-voting members		
Assistant Deputy Ministers	Marie-Josée Blais	Regrets
DSREA	Boyd Lavallée Cheryl Cantin	
LEARN	Christine Truesdale	
LCEEQ Coordinator	John Ryan	
GUESTS Dr. Alain Breuleux Nilou Baradaran Chao Zhang Melanie Kerridge – DSREA Steve Joyal		

1. WORDS OF WELCOME

Cindy Finn stated that it was refreshing to be able to hold a hybrid meeting with so many members being able to attend in person. Everyone physically present and those in ZOOM were invited to introduce themselves. Two new members, Christie Brown, and Anna Villalta, both representing AAESQ were welcomed to their first meeting. Following the introductions Cindy Finn made a land acknowledgement.

Cindy Finn informed the membership that Jessica Saada, given some new responsibilities, felt it was better to withdraw from her mandate as a member of the Steering Committee. In keeping with the LCEEQ Internal Rules of Procedures a vacancy during the regular two-year cycle may be filled by the existing Steering Committee and endorsed by the Regular Committee.

Deborah Foltin, who had previous experience as a member of Steering, accepted to complete the last year of Jessica Saada's term.

Resolution #98-2022-09-15

It was moved by **Lynda da Silveira** and seconded by **Caroline Erdos** that Deborah Foltin be appointed to the Steering Committee until the end of the current mandate, June 30, 2023.

Carried unanimously.

2. APPROVAL OF THE MINUTES

Resolution #99-2022-09-15

It was moved by **Caroline Erdos**, seconded by **Anne-Marie Rheubottom**, and unanimously resolved that the Minutes of the Meeting of June 2, 2022, be approved with the following corrections:

- Funding Models for Handicapped Students (page 4)
The new model will be piloted in 2023-2024 should read -The new model will be piloted in 2022-2023 with full implementation in 2023-2024.
- Membership 2023-2024 (page 5) should read Membership 2022-2023.

3. POST PANDEMIC RESEARCH PROJECT

Dr. Alain Breuleux, primary researcher, reviewed what occurred in the first year of the project. Emanating from the many local group meetings held in 2021-2022 were four themes:

- 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 intent of this meeting was to “unpack” these statements so that there is an understanding over the different constituent groups to facilitate decisions as to which one of the questions individuals from these varied groups would choose to investigate in greater depth.

Each question was examined in small discussion groups with a summary report of the finding at the end of the discussion period. Each group was asked to record their comments and these artifacts were collected by the Research Team.

Following these discussions, participants were invited to complete a short online survey indicating their priority of the four themes. The results of that survey ranked the four themes in the same order as presented above.

Dr. Breuleux also asked for volunteers from the table to join in a small advisory type of group. These individuals would serve as a “sounding board” for the Research Team as to whether steps proposed moving forward were manageable within the various schools/institutions that would be called on.

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

4. CEGEP – BILL 96 UPDATE

John McMahon, who represents the English-speaking Colleges Committee, informed the group that discussions continue with the Ministry of Higher Education. He maintains that the timelines for implementation are totally unreasonable, but he and his colleagues continue to negotiate in good faith. He stated that the deliberations at the moment are confidential and so are not for public dissemination, so he was unable to provide specific details. We should anticipate that some information will be forthcoming by the end of the month. There may be a need for mobilization at that time.

John reiterated that there will be much work to do as there will be a need to modify most, if not all, of the current programmes being offered. He stated that there will be a major impact on the youth system and that there will need to be serious discussions taking place in the near future between the two levels. He believes that LCEEQ will need to take a leadership role in such.

5. LCEEQ BUSINESS ITEMS

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

Bill 91

M. Jean-François Bernier, National Student Ombudsman has been appointed. He is responsible for ensuring that the complaint processing procedure is applied appropriately and effectively. His mandate is to coordinate, support and advise the regional student ombudsmen under his authority. Jean-François Bernier has one year to establish his organization and must render it operational by September 2023.

His first priority is the appointment of the “regional” ombudsman positions. The question was raised as to whether there would be one designated for the English-speaking community. As it now stands, the answer is that they will be appointed regionally meaning that some English School Boards will have to respond to more than one individual.

Boyd Lavallée stated that M. Bernier has expressed an interest in listening to the concerns of the public and so this may be a very appropriate time for the English-speaking community to raise their concerns.

Bill 96

All government departments are in the process of creating directives to respect the Bill. Marie Josée Blais has the mandate to coordinate such for the Ministry of Education. The deadline is December 1, 2022. A consultation process is anticipated, and it is hoped that LCEEQ will be invited to participate.

Project 294 – Optimising services to students with special needs

Boyd mentioned that the 2022-2023 pilot projects have started and the English sector is well represented with schools from the Eastern Shores School Board and the Sir Wilfrid Laurier School Board. There are three types of pilot projects, a) New financing model, b) Organisation of services and c) Regional and Supra-regional school services. The new model should be implemented in 2023-2024.

Revision of Programmes

The Deputy Minister has expressed the intention to initiate a review of all programs. This will be done over the next few years with specific programs reviewed each year. At present, the Ministry is still in the planification phase and is working on a process and criteria for the revision of programs

FSL Summer Project

Melanie Kerridge, the DSREA member responsible for FSL reported on the pilot project that took place in August. It was a residential model similar to the Math Summer Institute. The pilot project was deemed very successful, and plans are underway to see if it could lead to a similar offering in the future.

Audited Financial Report

Mr. Steve Joyal of Carrier Joyal CPA Inc. deposited a copy of the Independent Auditor's Report as of June 30, 2022. He reviewed the key elements of the report.

Resolution # 100 -2022-09-15

It was moved by John McMahon and seconded by Christie Brown and carried unanimously that the Independent Auditor's Report as of June 30, 2022 be adopted as deposited.

Annual Conference 2023

John Ryan reported that the keynote and featured speakers have been engaged for the February 2023 Conference. He reminded members that the "Call for Proposals" is available. The deadline for submissions is October 15, 2022. He reminded members of the importance of the local programme and that each of the constituent groups around the table was expected to contribute proposals for consideration. Cindy Finn reinforced the need for strong local sessions and encouraged each member to ensure that the Selection Committee receives quality submissions.

Annual Report

John Ryan tabled a draft report. He asked members to review the draft and to provide any corrections/suggestions in advance of the November meeting. The intention would be to approve a final report in November.

Agenda Items for the November 3, 2022 Meeting

Cindy Finn reminded members to submit any Agenda items that they would like included for the next Regular Meeting of the Committee.

6. ADJOURNMENT

On a motion by Andrew Adams the meeting was adjourned at 2:15.

Appendix I

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

Phase II–PLANNING

Dr. Alain Breuleux, Primary Researcher

PRACTIS Team RAs: Nilou Baradaran & Chao Zhang

Sept 15, 2022

Well-Being Moment

Take a moment to write down one word that would indicate what you hope for your group to accomplish this school year.

Session Outline

- 1) **Recap** 2021–2022 Activities [10 min]
- 2) **Main Objective** is to unpack & make sense of the four emergent themes:
 - Themes with references & one example of unpacking (word bubbles)/concretizing the issues [10 min]
 - Specific tasks (note taker & reporter, time, tools, questions) [15 min + 5 min sharing + 1 min rating per theme]
 - ❑ What are the meanings of the themes to you?
 - ❑ What is the evidence?
 - ❑ What are the implications of the themes (need process, scaffolds, etc. to facilitate this process)
 - Idea Parking Lot (additional flip charts, unformatted)
 - Poll–Theme prioritization [5 min]
- 3) **Coplan** the processes for upcoming working group sessions to realize “a situated intervention” [25 min]
 - Agendas [5 min]
 - Group norms (culture, practice)
 - Work (reasonable expectations for...) & Accountability (who is responsible for ensuring...)
 - Asking a small group of volunteers to help us identify group norms, reasonable expectations, and accountability processes.

Fall 2021–Winter 2022

BIG Questions: What's on your mind in this moment about education and schooling?

What's Sacred in Schools? What do we want to make sure we keep about the current school experience?

Rethinking Normal.

Are we ok? What are the barriers, what stands in the way of our wellbeing?

What Will You...?

- a. What will you keep doing?
- b. What will you stop doing?
- c. What will you start doing?
- d. What will you change?



Met with 20 groups $n = 1121$ Padlet Entries Analyzed

Fall 2021–Winter 2022

Big Questions Institute + 16 • 7m

My BIG Questions

What's on your mind in this moment about education and schooling?

How will we keep education relevant and engaging for our students?

How do we make sure students don't fall through the cracks?

What toll will the pandemic and online teaching take on children's social-emotional learning and mental health?

How can we with uniform are fair for a

Big Questions Institute + 9 • 1m

What's Sacred in Schools?

What do we want to make sure we keep about the current school experience?

Relationships with teachers

friends!! social time!!

Social interaction with teachers friends, etc

Big Questions Institute + 7 • 9mo

Rethinking Normal

Fearless inquiries into change.

Self-worth is measured by numbers.

Can experience-based and hands-on approaches replace traditional means of assessment?

anxious, stressed and depressed children

1-What can be done in our current ever evolving situation to reduce this feeling amongst our youth?
2-How do we ensure that all children are supported or have access to services?

What will you keep doing?

having the conversations, no matter what space, or non space, we are in

What will you stop doing?

Stop keeping education inside the same old box, the same old ways

What will you start doing?

Continue reflecting on good questions, but these issues are not new

What will you change?

We will listen to you and others to make that change

Not just listen, but engage with you and others to make that change. Including students

The good job that we are overall doing despite the challenges that we are facing

accept constant criticism about what we do as educators

Spreading the news that we can do something different, and it is already happening

Keep on hacking the system

Assume that we are not doing justice to our mission with our students despite what pundits are repeating

Engage with the questions you asked today

Recording

Planning for the Post-Pandemic School

Using Fearless Inquiry to Design a Path Forward

Homa Tavangar
Will Richardson
BIGquestions.institute

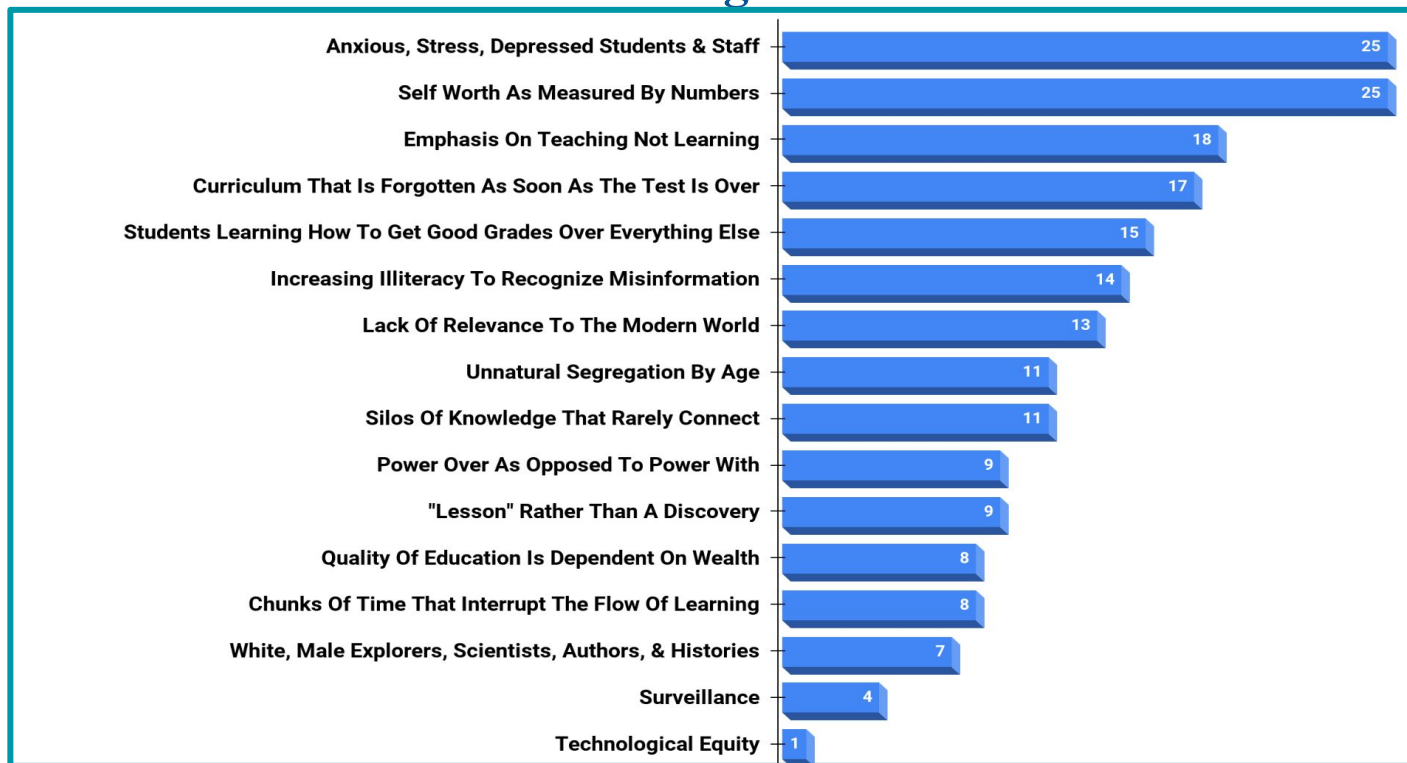
John Ryan
Will Richardson
Anne Beamish
Imma Ienaro
Tracy Mangal
Valerie Samad

What structures, practices, expectations, etc. stand in the way of well-being (physical, emotional, mental) for our students? For our adults?

	Physical Well-Being	Social - Emotional Well-Being
Students	<p>Dependence on technology Not enough time to move and be outdoors Too much homework and assessment</p> <p>Lots of misinformation and pressure (body image, dieting fads, etc).</p>	<p>Need for Social relationships and connections With adults and peers</p> <p>Lack of quiet/ personal spaces</p> <p>Being on the bottom of a hierarchical system.</p>
Teachers/Adults	<p>Dependence on technology Not enough time to move and be outdoors Too much work time.</p> <p>Physical limitations in terms of space (social distance, etc) being imposed and ever changing.</p>	<p>Lack of work-life balance Need for Social relationships and connections</p> <p>Lack of quiet/ personal spaces</p>

Fall 2021–Winter 2022

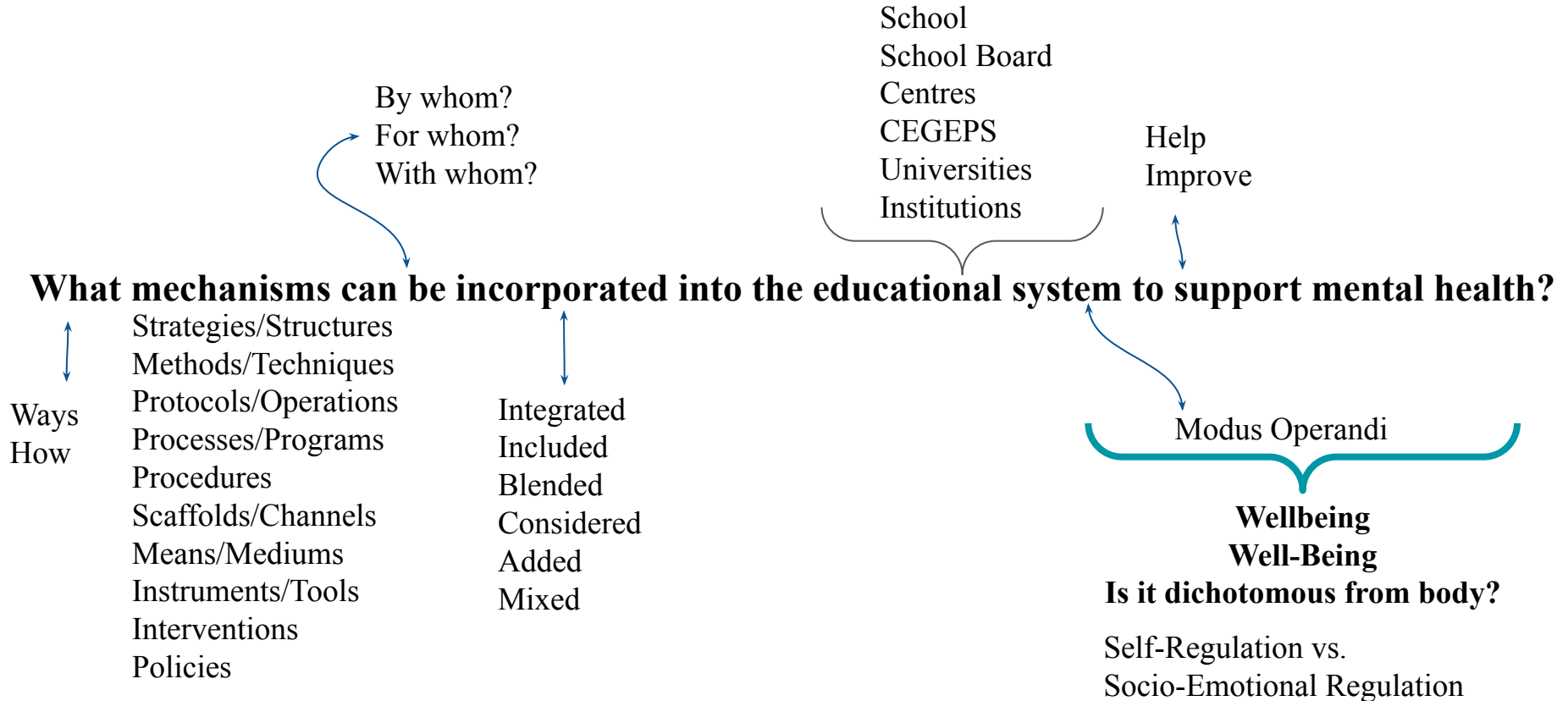
Rethinking Normal



Four Themes

- **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?**

Theme 1–Unpacking Example



Four Themes

- **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?**

Theme—Activity 1

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

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

15:00

05:00

01:00

Theme—Activity 2

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

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

15:00

05:00

01:00



Source: Elite business magazine.

Theme—Activity 3

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

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

A digital clock display with a black border and a white face. The time shown is 10:00 in large black digits. The display is divided into three horizontal sections by black bars at the top and bottom.

10:00

A digital clock display with a black border and a white face. The time shown is 05:00 in large black digits. The display is divided into three horizontal sections by black bars at the top and bottom.

05:00

Theme—Activity 4

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

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



10:00



06:00

Poll–Themes Prioritization

02:00

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?

Priority 1

☐☐☐☐

Priority 2

☐☐☐☐

Priority 3

☐☐☐☐

Priority 4

☐☐☐☐

Poll-Themes Prioritization

<https://forms.gle/ZsSSrt2iSNQ1Si4x6>

	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?
Priority 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Priority 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Priority 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Priority 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

02:00

| Upcoming Working-Groups Sessions

Expansive Learning

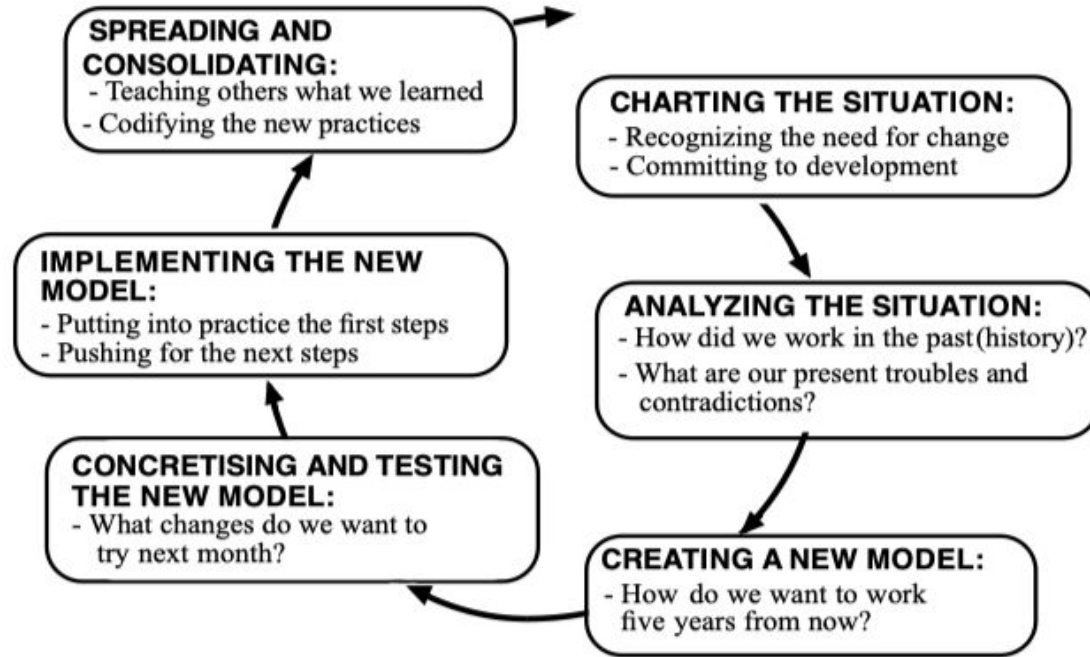
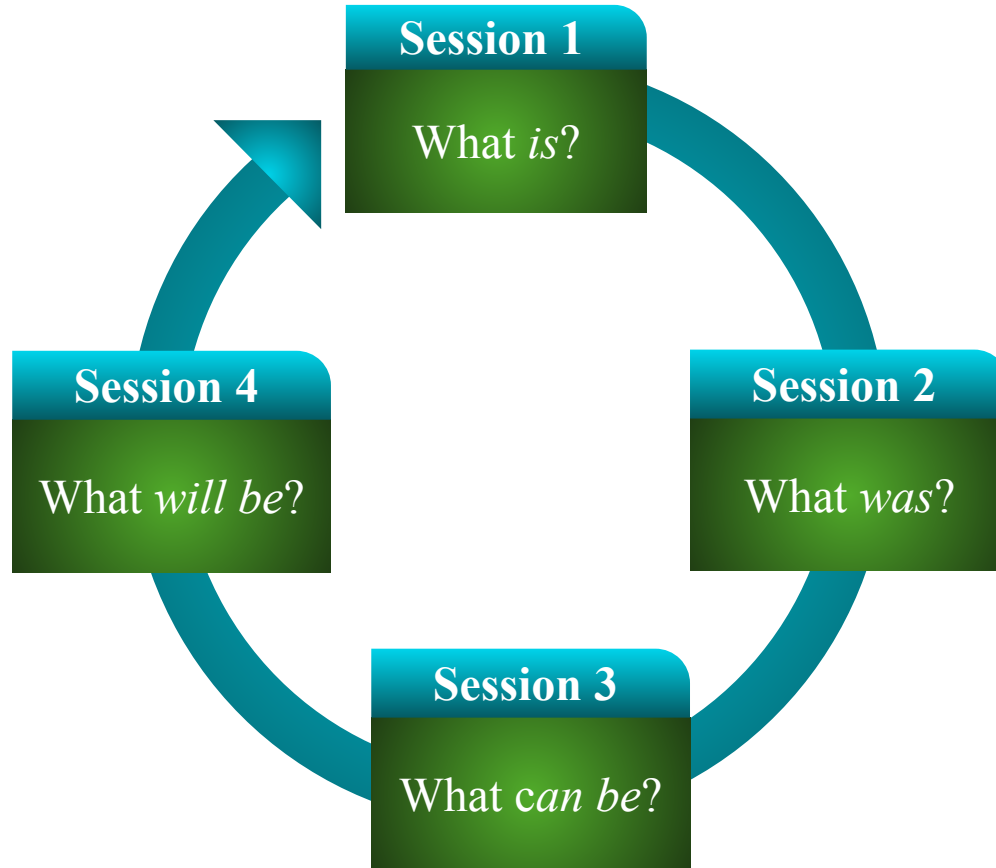


Figure 2.2. *The Phases of a Change Laboratory Process Adapted From Engeström et al. (1996, p. 11)*

Four Sessions



Sessions 1 & 2

Session	Content
NOW 1. <i>What-Is?</i>	<p>Change laboratory process & use of evidence for expansive learning.</p> <p>Designate roles & group norms.</p> <p>Chart the situation by identifying concrete data to represent the problem/improveable aspect of practice.</p> <p>Question how & what are improveable aspects in current form of the activity</p> <p>Who is experiencing the identified problem with the current practice [create a persona].</p> <p>Summarize the current situation with data to highlight the problem(s) in current practice.</p> <p>Define tasks of further analysis.</p>
In-Between	Collect & Discuss Data: Do they portrait accurately the activity system? Who is impacted by this model of activity.
THEN 2. <i>What-Was?</i>	<p>Analyze the situation by capturing the ‘old form of the activity. Collecting data about historical changes in the activity system to understand why the problem emerged in the activity. E.g., Videos, interviews, documents.</p> <p>Identify key moments in practice</p> <p>Who has experienced the past form of practice.[Are we forgetting anyone? Are we stereotyping?]</p> <p>Model the old form of the activity.</p> <p>Identify how & why the main contradictions operated and explore possible causes (5-Whys)</p> <p>Collect additional data about the relationships between the contradictions and the main problem areas if needed.</p> <p>Search for ideas about possible ways to mediate the contradiction so as to resolve or improve.</p> <p>Test your solution. Consider if additional data is necessary.</p>
In-Between	Discuss preliminary findings of the analysis with stakeholders & draft a vision of the future form of the activity.

Sessions 3 & 4

Session	Content
NEXT 3. <i>What-Can be?</i>	<p>Create a new model of practice by drafting a vision of the future form of the activity.</p> <p>What tools/mechanisms/policies/protocols/processes need to be in place for this plan to come into effect?</p> <p>Further elaboration of ideas about new elements of the activity system.</p> <p>Discuss and elaborate the ideas for a new model, tools, forms of action.</p> <p>Select the best ideas for further development. Examine the ideas for a new model through thought experiments</p> <p>Model a Journey Map of the new form of activity. How would your persona experience your plan?</p> <p>Think back to selected your Persona to evoke how/when/where they would benefit from such a change in practice.</p>
In-Between	<p>Further elaborate the main ideas for a new model and new tools. Continue crowdsourcing ideas about possible ways to mediate the contradiction so as to improve the activity.</p>
FUTURE 4. <i>What-Will be?</i>	<p>Re-evoke who would benefit from your proposed change in practice.</p> <p>Identify mechanisms/processes/protocols/interventions you need to implement.</p> <p>Prepare a plan to implement new solutions at a scale.</p> <p>Elaborate and organize the plan to facilitate implementation of the new initiative.</p> <p>Jointly negotiate the mandate process for the implementation of the new initiative..</p> <p>Elaborate the plan based on the agreed upon activities.</p> <p>Plan how the new practice will evaluated. Communicate with stakeholders. Schedule follow-up sessions.</p>

Expectations of Future Participants

- **Active participation in four meetings**
- **(reasonable) Work between meetings**
 - **Online participation**
 - **Collecting data about current initiatives**
 - **Reading literature**
 - **Exploring solutions**

Qualities of Participants

Individuals who are **team players** and demonstrate:

- **Commitment**
- **Focus**
- **Openness**
- **Respect**
- **Courage**

Working Groups Tools

Tools for building Group norms (culture, practice) & accountability (who is responsible for ensuring what at when):

- **Guide to developing team norms**
- **Building camaraderie and accountability in your project meetings (Managing Action Items)**
- **How to make accountability a core part of your workplace culture (7 steps)**
- **Editable Team Meeting Minutes and Norms Development and Agreement Templates**
- **Creating Team Norms**

How Will We Work Together?

- **We need volunteers to participate in a small working group to help us identify:**
 - **Meeting Calendars**
 - **Group norms**
 - **Reasonable expectations**
 - **Accountability processes**
 - **Platforms for collaboration**
 - **Other**

Wrap-Up

- **Our main objective was to make sense of the four emergent themes**
- **Coplan the processes for upcoming working group sessions to realize “a situated intervention”**
- **Connecting with a small group of volunteers to help us identify group norms, reasonable expectations, and accountability processes.**
- **Invitations will be sent out; please share with members of your organization to ensure broad participation**



Thank you

Contact us:

alain.breuleux@mcgill.ca

niloufar.baradaranrahmani@mail.mcgill.ca

chao.zhang2@mail.mcgill.ca



Where are your blind spots?



Types of Data

Collecting preparatory data for the Change-Laboratory process. Prior to the researcher's visit to the school, the project team decided that data should be acquired about:

- **Teachers:** pedagogical approach, relationship to ICTs, access to and use of computers.
- **Students:** interest in and relationship to school, hopes, use of social space, knowledge and perception of information and communication technologies.
- **ICTs:** availability of computers and access to the Internet at school and in the homes and the community.
- **School:** division of labor and rules, criteria of teacher and school evaluation.
- **Parents:** relationship to school, hopes, knowledge and perception of technology.

The preliminary data collection can be planned to be broad & exploratory.

(Virkkunen & Newnham, 2013, p. 128).

Theme 1 – Nexus School, Mental Health, & Learner Outcomes

[Diversity philosophy incongruent with TPCK of teachers] Lack of support with heterogeneous grouping

[Economic aspect] Lack of funding for classroom materials

[Acknowledge] Lack of adequate communication among key stakeholders

[Conditions] Lack of time for collaborating with others

Why Teacher Turnover High

Wellbeing Impacted

**Teachers usually notice red flags first but what happens when students get too many subs?
Lack of accountability for learning outcomes
Are Teachers the canaries of the mine?**

Challenges

1. Rising Mental Health Needs and Disparities Among Children and Student Groups
2. Perceived Stigma is a Barrier to Access
3. Ineffective Implementation of Practices
4. Fragmented Delivery Systems
5. Policy and Funding Gaps
6. Gaps in Professional Development and Support
7. Lack of Access to Usable Data to Guide Implementation Decisions

Recommendations

1. Prioritize Wellness for Each and Every Child, Student, Educator, and Provider
2. Enhance Mental Health Literacy and Reduce Stigma and Other Barriers to Access
3. Implement Continuum of Evidence-Based Prevention Practices
4. Establish an Integrated Framework of Educational, Social, Emotional, and Behavioral-Health Support for All
5. Leverage Policy and Funding
6. Enhance Workforce Capacity
7. Use Data for Decision Making to Promote Equitable Implementation and Outcomes

Theme 2 Prompt

MYTH 4

Good Teachers Always Know the Materials

This is tricky. On the one hand, teachers need to know a lot, and good teachers are always reading, wondering, exploring—always expanding their interests and their knowledge. Who would argue for knowing less? On the other hand, since knowledge is infinite there is simply no way for any teacher to know everything. The game some teachers play of trying to stay one step ahead in the text in order to teach the material is ludicrous. That game assumes that knowledge is finite and that teaching is a matter of conveying the same limited stuff to students, who are themselves beneath respect, incapable of thinking outside the informational realm of “one step forward at a time.”

Many fine teachers plunge into the unknown alongside their students, simultaneously enacting productive approaches to learning and demonstrating desirable dispositions of mind, like courage and curiosity. A unit on machines in elementary school might involve bringing in broken household appliances and working together to understand how they function. A unit on Asian immigration in high school might involve a collective search through newspaper archives or interviews in the community. Learning with students can be a powerful approach to teaching. Good teachers often teach precisely so that they can learn.

MYTH 5

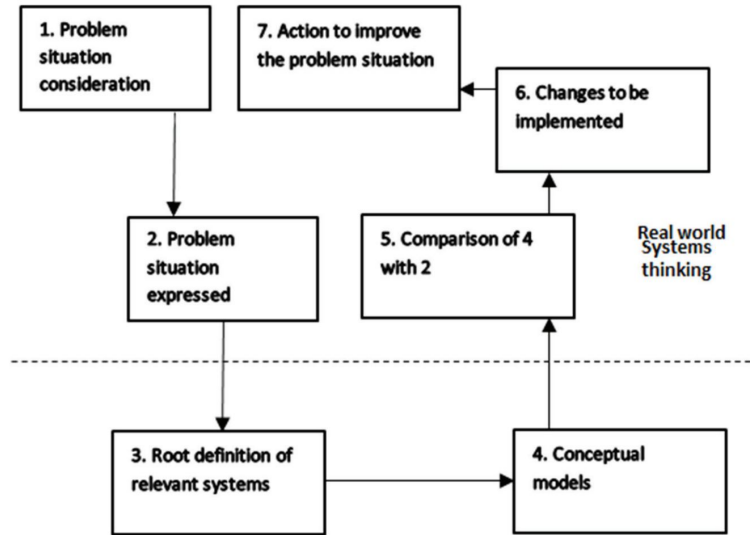
Good Teachers Begin With the Curriculum They Are Given and Find Clever Ways to Enhance It

Good teachers begin with high expectations for learners and struggle to meet those expectation in every instance. Too often the ques-

(Ayers, 2015, p. 13).

Educational Environment

Figure 1. Soft Systems Methodology stages (Adapted from Checkland, 1999)



(Holland & Garfield, 2016, p. 24)



(Holland & Garfield, 2016, p. 27)

List of References by Themes & Stakeholders

Themes/ Stakeholders	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?
Teachers	<p>Teachers Often See the Red Flags First”: Perceptions Promoting mental health literacy among educators: https://www.oct.ca/resources/advisories/mental-health https://mentalhealthliteracy.org/live/ To teach: The journey of a teacher. https://stigmafreesociety.com/blog/the-importance-of- Stress, coping, and social support processes: Where are we? What next? Expression and Level of Test Anxiety in a Sample of Elementary Students.</p>	<p>Teaching current events and media literacy: https://www.nytimes.com/2017/12/07/learning/les https://www.edutopia.org/article/connecting-conte https://clalliance.org/about-connected-learning/</p>	<p>https://greatergood.berkeley.edu/article/item/four_ways_sc https://www.edutopia.org/blog/school-community-collabo https://www.prodigygame.com/main-en/blog/diversity-in-t https://peopleforeducation.ca/report/broader-measures-of- https://www.nassp.org/2016/08/30/recognizing-student-su Predicting school success: Comparing conscientiousness,</p>	<p>What we know about grading: What works, what What should school-based evaluation look like? https://www.theatlantic.com/education/archive/2 https://medium.com/communityworksjournal/bey https://curriculum.gov.bc.ca/sites/curriculum.gov https://www.risevision.com/blog/student-of-the- Ediger, M. (2000). <i>Qualitative Assessment versus Measurement of Student Achievement</i>.</p>
Admins & Directors	<p>Environmental scan of mental wellness resources available on Canadian post-secondary campuses. Supporting students: A GRADE analysis of the research on student wellness and classroom mental Addressing mental health literacy in a UK university Promoting mental health literacy among educators: How do school mental health services vary across The impact on anxiety and depression of a whole The psychology school mental health initiative: An No Time, Less Money: A Collaborative Response to Taking design thinking to school: How the technology</p>	<p>The meaning of 'relevance' in science education and its implications for the science curriculum. A protocol to investigate students' perceptions about scientists and relevancy of science to</p>	<p>The Paradox of Success at a No-Excuses School. Golann, J. W. (2015). The Paradox of Success at a Learning analytics should not promote one size fits all: The effects of instructional conditions in predicting Assessment for learning? Thinking outside the (black) Choice-based stimulus preference assessment for children</p>	<p>Identifying the factors for sustainability learning performance. Qualitative and quantitative approaches to assessment. Using qualitative methods to assess academic To Learn More about Learning: The https://www.educationworld.com/a_admin/admin</p>
Students	<p>Got health? action researching a student-led health The power of adolescent voices: Co-researchers in When the world hands us curriculum: What are tools Supporting students: A GRADE analysis of the https://more.bibliocommons.com/list/share/165787243 Outside School: Kids Helpline + Head & Hands</p>	<p>A systematic review of research on personalized Students Researching 'Problems That Matter' in Using students' lived experiences in an urban</p>	<p>Adolescent educational success and mental health vary</p>	<p>Staff student partnership in assessment:</p>
Parents	<p>The impact of treating parental anxiety on children's mental health: an empty systematic review</p>	<p>Outside School: Allo Prof</p>		