



# Year-End Report

## June 9, 2016

Organizational  
Projects

Educational  
Technology

Pedagogical  
Projects

Online  
Learning

Collaborative  
Initiatives

Publications &  
Presentations

# Organizational Projects

2015-2016



The Leading English Education and Resource Network (LEARN) is a non-profit organization that serves the public, private, anglophone and aboriginal Youth and Adult Education sectors of Québec.

We bring together the expertise and efforts of educators, students, parents and partners in our community to cultivate success for all learners.

#### LEARN:

- creates and provides access to quality learning resources
- develops and supports innovative online and blended learning approaches
- models and encourages the pedagogical use of information and communication technologies
- initiates and supports opportunities for professional growth
- fosters collaboration and sharing
- communicates information in and about our community





## 1 - Organizational Orientation:

- To build a more democratic organization
- To be responsive to our community's needs (reflecting our vision, mission, values, mandate)
- To improve organizational performance
- To clarify and reinforce LEARN's role in the educational community

## 2 - Pedagogical Orientation:

- To provide resources that address the pedagogical needs of our Quebec community
- To provide rich and relevant professional learning opportunities for educators
- To encourage pedagogical practices that reflect rigorous, and relevant research

## 3 - Educational Technology Orientation:

- To guide and support the use of educational technologies that meet the needs of LEARN and our Quebec community
- To ensure that LEARN's technological infrastructure can provide stable and reliable services to the community
- To provide community-wide pooled resources, aligned to the curriculum
- To provide the community with access to a common and secure virtual environment

## 4 - Online Learning Orientation:

- To offer full-time online learning services for English Quebec students
- To enhance our online academic services for students
- To provide online non-academic services to our community

## 5 - Partnerships and Collaboration Orientation:

- To partner with key stakeholders in the educational milieu and the community at large to support pedagogical collaboration and innovation

# Rethink LEARN Initiatives



- Student Engagement
- Complementary Services
- Parent Support
- Life-Long Learning: Open Badges
- Adult and Vocational Education



- Makerspaces Initiative: Working with school and community partners to help develop & support learning spaces that engage students and all other community members.
- To make STEAM (Science, Technology, Engineering, Arts and Math) more accessible through *learning-by-doing* and fostering collaboration with community - eg. LEARN team hosting Makerspaces for local RÉCIT consultants, at RemixEd, Spotlight on the Arts (QPAT), monthly Open Creative Space at LEARN (Feb. 12th, Feb. 19th, March 18th, April 22nd, May 27th), QSLIN Conference, Future Ready Schools Summit at LBPSB, CWSF/StemPower Conference
- Environmental scan to identify potential local and provincial partners in all regions of Quebec - mapping of schools, regional associations, and community organizations
- Developing partnerships with provincial groups - Art Hive project at Concordia University, Kids Code Jeunesse to contribute to student engagement in and out of class and school across the anglophone community
- Exploring partnerships with local community and educational organizations - eg. Townshippers' Association, Bishops' University, Vitrine Technologique, ELAN
- Offering online coding courses on Saturday mornings and Summer Coding Camp with *Kids Code Jeunesse*

# Complementary Services

## Accomplishments to date in 2015-2016:

- The development of a telepresence model to facilitate the delivery of individualized services to students. Three new schools to be targeted and assessed starting in September 2016, using PSST model.
- Deliverable based on 2015-2016 PSST assessment: SOS LEARN Academic and Vocational Information Counsellor services will be available, starting Sept/Oct 2016.
- Partnership with the Montreal Oral School for the Deaf (MOSD) using telepresence to deliver services: 3 schools (2 ETSB, 1 WQSB) are presently involved and implementation has been documented
- Partnership with Montreal Fluency Centre to offer services of Psychologist following testing and diagnosis from SB psychologist with ESSB
- The development of a community of practice for teachers: Action-oriented sessions with a goal in mind for each session as to how to work with students with specific behaviours.
- In collaboration with OMETZ, training of teachers to understand Obsessive Defiance Disorder (SWLSB): 2 out of 4 sessions took place, to be continued in September 2016, followed by a monthly meeting (community of practice)
- In partnership with the Montreal Fluency centre (MFC), webinars on speech and language issues upcoming, Sept 2016
- In partnership with the Montreal Oral School for the Deaf (MOSD), webinars with regards to early detection of hearing impairments for ECE, Daycare and Kindergarten audience upcoming, Sept 2016

# Parent Support

- A series of 11 videoconferences have been organized for parents - between November and mid-April. These will be recorded for future viewing and archived on the parent section of the LEARN website.
- Developing online survey for parents to assess their awareness of LEARN resources/services as well as to determine what kind of tools/resources they would like to be able to access in the future. Met with parent partner organizations (Quebec Federation of Home and School Associations, Canadian Parents for French, Fédération des comités de parents du Québec) to get input for survey for parents. Was distributed in January 2016. Results to inform offerings and revamping of website.
- One-page newsletter/information letter for parents on LEARN resources/services to be available for distribution to CLC network and through our parent partner organizations.
- Resources for parents - Revamping parent content on LEARN website, grouping parent-relevant web-events in 2016



- **What are digital badges?** Digital badges or micro-credentials are validated indicators of the acquisition of specific competencies, nuanced progressions in learning and participation in formal and informal learning opportunities.
- LEARN is considered an early adopter in the Canadian and Quebec context.
- To receive a badge, learners meet specific criteria, often in addition to full participation in a learning event or series (e.g., complete a survey and submit a written reflection or artifact...etc).
- Open digital badges can be displayed online using badging platforms and on websites.
- Partnerships with schools, school boards and industry will be important to ensuring that any badges developed are complementary to formal modes of certification, and not redundant.
- **LEARN badges and learning pathways in development:** Shared Leadership: Working Across Sectors for CLC Coordinators and Principals, QEP Connections for CLC Coordinators, Online Teacher Training - 6 modules for new online teachers
- **Emerging partnerships:** *MEESR* (Digital Citizenship Badging), *YES* (Youth Employment Services), *Kids Code Jeunesse* (ECA coding classes for students), *Gaspe Tri-School CLC*: (badging students acting as tour guides), *HA ECC CLC*: (badges for students with special needs).

- LEARN CORAL Online evening tutoring in the following subjects:
  - FSL - 2 groups
  - Math Health
  - Math Auto
  - Secondary Math - 2 groups
  - ESL
- Nova Centre NFSB - Blended History Course - face to face and online components
- Consultation with PROCEDE for Virtual Campus project
  - PROCEDE meeting in November and Vocational Education sub-committee December
- Exploring language bootcamps and immersion programs for International students



## Highlights from LEARN

- 1 page featuring LEARN projects, upcoming events, new resources and publications, updated format in May 2016
- New combined Newsletter for LEARN and CLC Initiative
- 2015-2016 publication dates: Sept. 8th, Oct. 5th, Nov. 2nd, Dec. 7th, Jan. 11th, Feb/Mar (Feb. 15th), April 4th, May 2nd, June 6th
- Distributed to DEEN members and sub-committees, ABEE, RECIT, Subject PLCs, Community Partners, CLC Network
- Shared on LEARN website, RSS feed, Twitter and Facebook
- Opt-in listserv subscription to receive via email



**Open Creative Space**  
More dates for educators  
Curious about Makerspaces, Art-Hives, Genius Hours and Passion Projects? There is no better way to learn about the maker movement than by living the experience yourself! By popular demand, LEARN will be hosting monthly Open Creative Space Days in 2016-2017. Our first session of the school year will be Friday, September 16th. Spaces are limited... so register today!  
<http://bit.ly/LEARN-OCS-days>

January 2016  
learn NEWSLETTER  
Highlights from LEARN & the CLC Initiative

**ARE YOU READY FOR A CREATIVE SPACE?**

**Creative Space Initiative**  
Hands-on learning  
Curious about Makerspaces, Art-Hives, Genius Hours and Passion Projects? There's no better way to learn about them than by living the experience yourself! Free hands-on sessions will give participants the chance to engage in the process with access to resources, tools, ideas and community. Our inaugural session is on February 12 at LEARN in Laval. To register, visit the link below.  
<http://bit.ly/LEARN-creative-space>

**Nominate an Educator**  
Time to show some appreciation  
Last year we got so many amazing, heartfelt thank-you's for the incredible people working with students across the province, that we're bringing back our Teacher Appreciation blog posts! Tell us about an educator at your school who makes a difference and we will highlight your shout-out in the LEARN Blog during teacher appreciation weeks at the beginning of February.  
<http://bit.ly/LEARN-teacher-appreciation>

**LEARN Web Events**  
Join us for some online PD  
Don't miss Dr Felicia Kaufman from OMETZ as she discusses the issues of anxiety and learning in "How Anxiety Manifests in the Classroom", on January 25 at 3:30 pm. Also, just in time for Black History Month, Heather de Lagran will be with us in early February to explore the Burgundy Jazz Project and Educator's eGuide. For more information or to register, visit:  
<http://bit.ly/LEARN-webevents>

**BLOG**

**LEARN Blog**  
Learning from each other and building a community  
As computing technology is embedded into more and more aspects of our daily lives, it is widely acknowledged that the ability to code is rapidly becoming an indispensable skill. Read our blog posts on the "IT" topic of coding for both educators and students.  
<http://bit.ly/LEARN-blog-coding>

**Parent Survey**

**Survey for Parents**  
Your feedback has an impact  
LEARN recognizes that parents play an important role in the education of their children. A short online survey has been developed to evaluate and update the services/resources available via LEARN to parents in Québec's English school system. Visit the link below to access the survey in English or French. The deadline for submission is February 12, 2016.  
<http://bit.ly/LEARN-survey-parents>

**Harvest Celebration**  
Memphrémagog CLC  
The Memphrémagog CLC's experiential learning garden helps students discover the importance of healthy eating and learn where their food comes from. School and community come together each year to share a bowl of "Stone Soup" made from the garden harvest and to thank the many volunteers who make the garden come to life each year.  
<http://bit.ly/CLC-Magog-garden>

Subscribe [www.learnquebec.ca](http://www.learnquebec.ca)

**Work Help**  
After participating in a work placement, students are provided with more information. Good experienced teachers for students are available for four nights a week, from 6:30 to 9:00 pm. For more information, visit [bit.ly/LEARN-SOS](http://bit.ly/LEARN-SOS). The choice questions cover a wide range of topics. For more information, visit [bit.ly/LEARN-SOS](http://bit.ly/LEARN-SOS). For more information, visit [bit.ly/LEARN-SOS](http://bit.ly/LEARN-SOS).

**Kids Code Jeunesse**  
Advanced summer courses  
Due to their enormous success, LEARN and Kids Code Jeunesse will again be offering two summer sessions of coding courses. We are adding some new offerings for kids who have already completed the Scratch and HTML courses: *Intro to Python* and *Building Games with Scratch*. For more information and to register, visit:  
<http://bit.ly/LEARN-KCJ>

**LEARN Web Events**  
Calling all presenters  
Our last web event of the school year has come and gone. However, we are already busy planning for September! If you have a topic that you would like to see addressed for a future web event, please let us know. As well, if you are a potential presenter and have something to share with educators, parents or administrators, be sure to fill in the form below:  
<http://bit.ly/LEARN-WE-topic>

**A "Premier" Experience**  
VIP's learn online at Grosse Ile  
During a recent visit to the Magdalen Islands, Premier Couillard and Education Minister Proulx participated in one of LEARN's online classes. The math class, typical of LEARN's online and blended model, was comprised of students from all over Québec. The visitors were excited to be able to experience the benefits of online learning firsthand. For more, visit:  
<http://bit.ly/LEARN-Couillard-visit>

**Laurier Macdonald CLC**  
Abuzz with activity  
The Laurier Macdonald CLC teamed up with *Alvéole*, an organization that helps people install and care for urban honeybee colonies, to do just that at their school! Honeybee populations are in decline and if they disappear, so will much of our food supply. Knowing this information prompted Secondary IV students to learn more about honeybees and their importance within our ecosystem. What resulted from their research? They have been giving presentations to fellow students, writing articles for the school newsletter, creating an LMAC Bees Facebook publicity campaign, giving newspaper interviews, and preparing videoconferences for other CLC schools. The hives have been installed on the roof of the student entrance to the school and are visible from the library, this way all classes will safely see what the buzz is about!  
<http://bit.ly/LMAC-Bees-Facebook>  
<http://bit.ly/LMAC-Bees-video>

Subscribe [www.learnquebec.ca](http://www.learnquebec.ca)



# Social Media Management

## Update:

- Addition of social media sharing buttons on the LEARN blog
- Tracking provenance of site referrals through social media tools with Google Analytics
- LEARN LinkedIn page
- Twitter Accounts - Main LEARN account and subject-area accounts, SOS-LEARN, CLC accounts
- LEARN Instagram Account
- More CLC and LEARN integration
- Twitter Chats with Online Students





# Pedagogical Projects

2015-2016



## Description:

Common pedagogical processes broken down in a student-friendly way. These resources are available in a new student interface on the web for use on computers, and on mobile devices such as tablets and phones.

[howto.learnquebec.ca](http://howto.learnquebec.ca)

**Rationale:** Often, students know what they are supposed to do, but don't know *HOW* to do it.

34 modules created to date

## Updated for 2015-2016:

- New content developed in Science and Technology, Math, Social Sciences, ELA, FLS, Arts Education
- Delivery of workshop at QPAT and web event available for teachers
- New layout to accommodate more modules

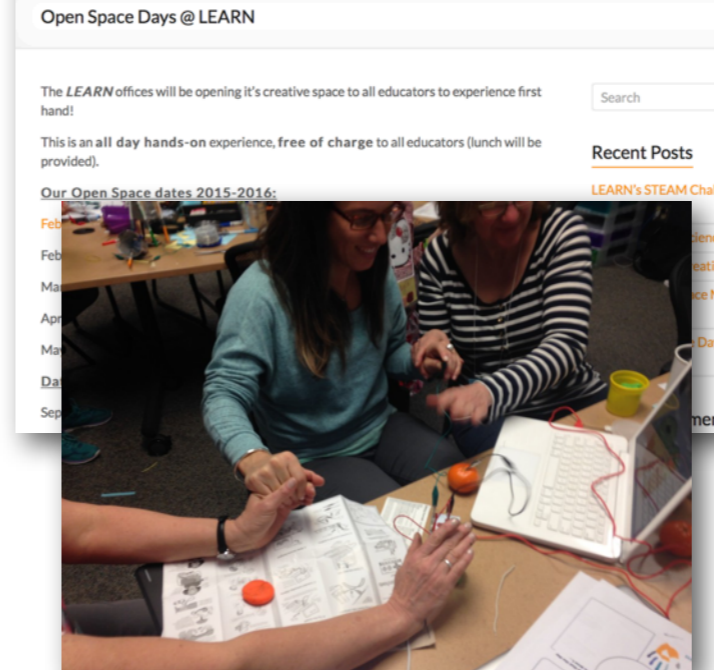






This hands-on experience gives participants the chance to engage in the process of making and tinkering, with access to resources, tools, ideas and meet like-minded people from across the community interested in the hands-on aspects of STEAM education. Participants come to work on a hands-on project with friendly support from the LEARN team and learn about available and accessible materials and books, and in this self-driven, yet highly engaging day.

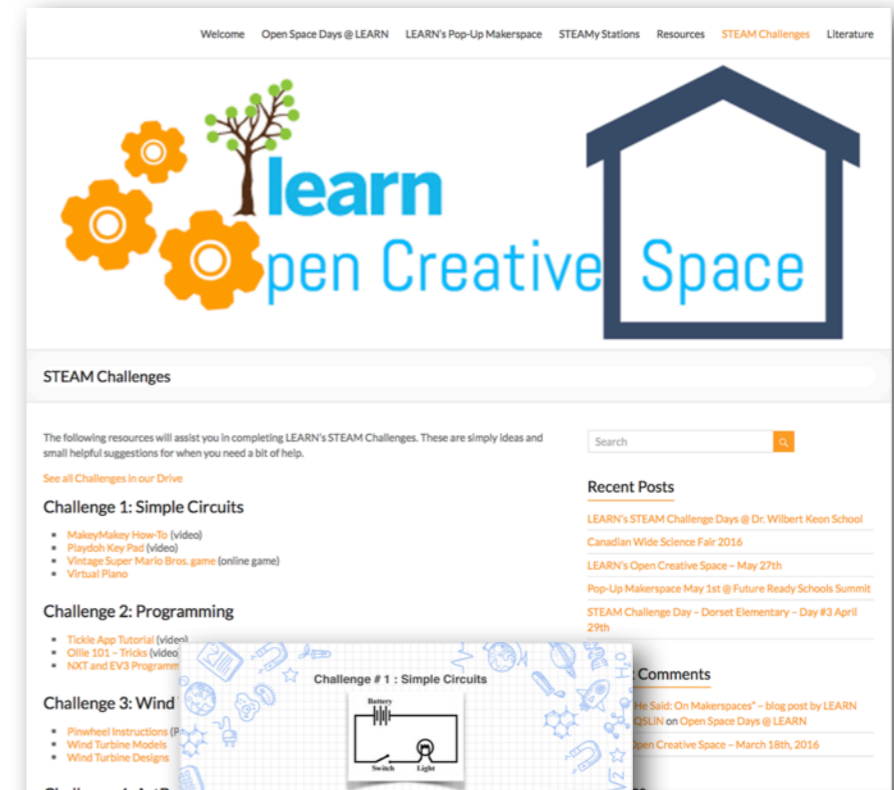
- Open Creative Space @ LEARN office in 2016: RECIT day September February 12th, February 19th, March 18th, April 22nd, and May 27th
- On-site sessions: Bishop's University, Hampstead Elementary
- For 2016-2017:
  - Monthly days, starting September 16th
  - Pop-Up Makerspaces in schools
  - Visioning sessions with school and board staff



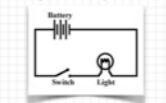
I knew the folks at LEARN were great, but after seeing what happens in your open learning space, I think you are all amazing!  
I have no words for what I experienced yesterday.  
Thank you!  
a.l



- **Purpose:** To make STEAM (Science, Technology, Engineering, Arts and Math) more accessible through *learning-by-doing* for students, professional learning for educators and fostering collaboration with community
- Development of challenges for Cycle 3/Sec. Cycle 1
- **Schools visited April-June 2016:** Dorset Elementary, LBPSB; Dr. Keon School, WQSB; Riverview Elementary, LBPSB; Grenville Elementary, SWLSB; Edgewater, LBPSB; The Priory, QAIS
- For 2016-2017:
  - Continued development
  - Support to PDIG projects at SWLSB, EMSB, ESSB (pending approval) and other schools and boards
  - Action concertée grant with Concordia University



**Challenge # 1 : Simple Circuits**



**Simple Circuit:** To complete a simple circuit, you must create a path for the electrons to flow. So you need to get power from your power source to the LED (light) and back to the power source. If you build a successful circuit your light will shine!

**Challenge 1:** Build a simple circuit that has one LED light and a switch. Make your light shine!

**Challenge 2:** Create a Makey Makey keyboard or game with aluminium paper and popsicle sticks. Make a simple song or play a simple game.

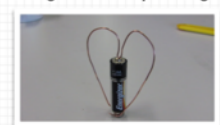
**Materials:**  
 Paper  
 Popsicle sticks  
 Copper tape  
 Electric paint  
 Makey Makey board  
 LED  
 Battery / holders  
 Alligator clips  
 Aluminium paper  
 Popsicle sticks  
 Computer  
 Clothes pins  
 Coins

**Resources:**  
 Makey Makey Tutorial: <http://makeymakey.com/flowkit.php>  
 Video: <https://youtu.be/1QgNYGCOU>  
 Super Mario Bros: <http://www.playitrogames.com/21173-super-mario-bros-3>

**Question:** What role does your body play when using the Makey board?

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**Challenge # 4 : Homopolar Engine**



**Homopolar motor and Lorentz force:** This is the simplest of electric engines to make and will demonstrate the concept behind modern day electric engines. With an electrical circuit flowing close to a magnetic field it creates the Lorentz force. This engine combines electric force (battery) and the electromagnetic field to put your copper wire in continuous motion.

**Challenge:** Build a simple electric motor that can rotate at least 5 times in a row.

**Materials:**  
 One AA battery  
 Wire  
 Magnets  
 Pliers



**Resources:**  
<https://youtu.be/0aQciWYDeV8>  
<http://tabbledabbled.com/steam-project-tiny-dancers-homopolar-motor/>

**Question:** Sketch the wire form that worked the best. Why do you think it worked?





- Social Sciences online resources for Cycle 2 and 3 Elementary students
- Based on the original *Sociétés et Territoires* site by the Récit de l'univers social and its various contributors and partners.
- Translated and adapted by LEARN

## 2015-2016 Update:

- SMARTBoard tools for Cycle 3 on Government - Making of a Country. Original drawings and innovative teacher strategies from Canjita Gomes-Fernandes (EMSB).
- SMARTBoard tools for New France Cycle 2 Elementary. Original drawings and innovative teacher strategies from Canjita Gomes-Fernandes (EMSB).

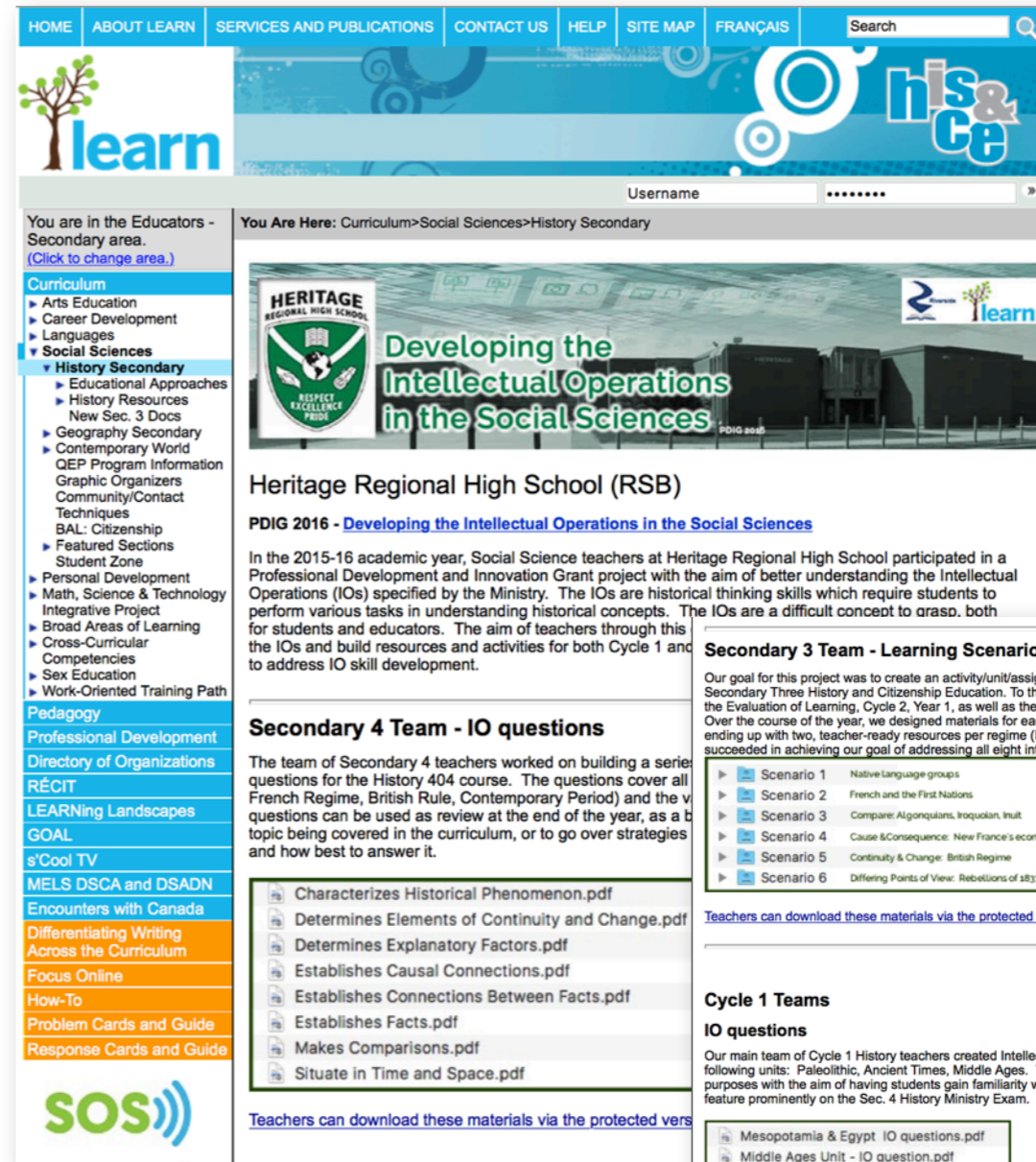


# Developing Intellectual Operations in Social Sciences

In the 2015-16 academic year, Social Science teachers at Heritage Regional High School from RSB participated in a Professional Development and Innovation Grant project with the aim of better understanding the Intellectual Operations (IOs) specified by the Ministry. The IOs are historical thinking skills which require students to perform various tasks in understanding historical concepts. The IOs are a difficult concept to grasp, both for students and educators. The aim of teachers through this grant was to gain pedagogical expertise of the IOs and build resources and activities for both Cycle 1 and Cycle 2 courses within the Social Sciences to address IO skill development.

## Resources developed and shared:

- Secondary 4 Team - IO Questions
- Secondary 3 Team - Learning Scenarios
- Cycle 1 Teams - IO Questions



HERITAGE REGIONAL HIGH SCHOOL (RSB)

**PDIG 2016 - Developing the Intellectual Operations in the Social Sciences**

In the 2015-16 academic year, Social Science teachers at Heritage Regional High School participated in a Professional Development and Innovation Grant project with the aim of better understanding the Intellectual Operations (IOs) specified by the Ministry. The IOs are historical thinking skills which require students to perform various tasks in understanding historical concepts. The IOs are a difficult concept to grasp, both for students and educators. The aim of teachers through this grant was to gain pedagogical expertise of the IOs and build resources and activities for both Cycle 1 and Cycle 2 courses within the Social Sciences to address IO skill development.

**Secondary 4 Team - IO questions**

The team of Secondary 4 teachers worked on building a series of questions for the History 404 course. The questions cover all French Regime, British Rule, Contemporary Period) and the v questions can be used as review at the end of the year, as a topic being covered in the curriculum, or to go over strategies and how best to answer it.

- Characterizes Historical Phenomenon.pdf
- Determines Elements of Continuity and Change.pdf
- Determines Explanatory Factors.pdf
- Establishes Causal Connections.pdf
- Establishes Connections Between Facts.pdf
- Establishes Facts.pdf
- Makes Comparisons.pdf
- Situate in Time and Space.pdf

Teachers can download these materials via the protected version of this page

### Secondary 3 Team - Learning Scenarios

Our goal for this project was to create an activity/unit/assignment for each intellectual operation in the Secondary Three History and Citizenship Education. To this end, we worked with the new Framework for the Evaluation of Learning, Cycle 2, Year 1, as well as the draft of the new Secondary Three curriculum. Over the course of the year, we designed materials for each of the major time periods in the programme, ending up with two, teacher-ready resources per regime (First Occupants, French, and British) and succeeded in achieving our goal of addressing all eight intellectual operations.

- Scenario 1 Native Language groups
- Scenario 2 French and the First Nations
- Scenario 3 Compare: Algonquians, Iroquoian, Inuit
- Scenario 4 Cause & Consequence: New France's economy
- Scenario 5 Continuity & Change: British Regime
- Scenario 6 Differing Points of View: Rebelions of 1837-8

Teachers can download these materials via the protected version of this page

### Cycle 1 Teams

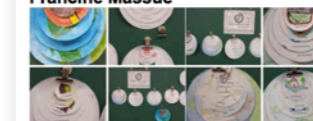
#### IO questions

Our main team of Cycle 1 History teachers created Intellectual Operations-based questions on the following units: Paleolithic, Ancient Times, Middle Ages. These questions can be used for practice or test purposes with the aim of having students gain familiarity with these types of IO based assessments which feature prominently on the Sec. 4 History Ministry Exam.

- Mesopotamia & Egypt IO questions.pdf
- Middle Ages Unit - IO question.pdf
- Paleolithic Test - IO Questions.pdf

Teachers can download these materials via the protected version of this page

### The Intellectual Operations: Secondary 1 - Blog



One of the teachers in our Cycle One team took to the Web to detail how she incorporated the IOs in her History & Geography classes. The focus of this grant was to implement the Intellectual Operations into daily lesson plans in order to not only stimulate conversation with regards to Historical and Geographical ideas but to help focus students thinking processes that allow them to be able to analyze Historical and Geographical Sources especially Primary Sources (Establish Facts). "Thinking Like a Historian" became the class motto.

See the outcome at: <http://intellectualoperations.weebly.com/>



# Document Collections and Strategies in Support of New History Program

- Document collections and activity suggestions for exploring essential questions for the new Secondary 3 program developed with pilot teacher Matt Russell from WQSB.

## Collections for following topics to date:

- Origins to 1608 The experience of the Native peoples & the colonization attempts
- 1608-1760 The evolution of colonial society under French rule
- 1760-1791 The Conquest & change of empire
- more topics to under development



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**Differentiating Writing Across the Curriculum**

**You Are Here:** Curriculum>Social Sciences>History Secondary> New Sec. 3 Docs

**History of Quebec and Canada**

Document collections and strategies in support of the "Preliminary version," January 2016 edition. Contact Paul Rombough at [prombough@learnquebec.ca](mailto:prombough@learnquebec.ca) for more information or access to unfinished collections.

**Origins to 1608 The experience of the Native peoples & the colonization attempts**

**(#1) Native peoples & Colonization: Why do people move? How does geography affect settlement?**  
<https://docs.google.com/document/d/1neNx3ekyDMfch53pnqdpT7yAiH3kpOjEHL8QnzWeHA/edit?usp=sharing>

**(#2) Native peoples & Colonization: Spiritual practices, oral tradition, goods and gifts. Life before European**  
<https://docs.google.com/document/d/1neNx3ekyDMfch53pnqdpT7yAiH3kpOjEHL8QnzWeHA/edit?usp=sharing>

**(#3) Native peoples & Colonization: The impact of the fur trade**  
<https://docs.google.com/document/d/1neNx3ekyDMfch53pnqdpT7yAiH3kpOjEHL8QnzWeHA/edit?usp=sharing>

**(#4) Native peoples & Colonization: The impact of the fur trade**  
<https://docs.google.com/document/d/1neNx3ekyDMfch53pnqdpT7yAiH3kpOjEHL8QnzWeHA/edit?usp=sharing>

**(#5) Native peoples & Colonization: The impact of the fur trade**  
<https://docs.google.com/document/d/1neNx3ekyDMfch53pnqdpT7yAiH3kpOjEHL8QnzWeHA/edit?usp=sharing>

**(#6) Native peoples & Colonization: The impact of the fur trade**  
<https://docs.google.com/document/d/1neNx3ekyDMfch53pnqdpT7yAiH3kpOjEHL8QnzWeHA/edit?usp=sharing>



WQSB / LEARN

Working document / ne pas diffuser / conforme au programme provisoire 2016

Permalink: <https://docs.google.com/document/d/1neNx3ekyDMfch53pnqdpT7yAiH3kpOjEHL8QnzWeHA/edit?usp=sharing>

Document collection and short activity suggestions, for exploring the essential questions like:  
 Why do people move, and how does geography affect settlement?



Learning Intentions	Success Criteria	
Know the Asian migration theory	I can name the migration route of the First Occupants and indicate it on a map.	<input type="checkbox"/>
Know the different Aboriginal groups in the territory of Quebec.	I can name the groups that belonged to the different language families and indicate them on a map.	<input type="checkbox"/>
Explain the way of life and social structures of different native groups.	I can explain the way of life and social structures and categorize artifacts belonging to different native groups.	<input type="checkbox"/>





- **Purpose:** The purpose of this study is to describe in rich detail how three, Cycle Three elementary teachers go about implementing the English Language Arts Curriculum (ELA) in the Quebec Education Program. Cycle Three elementary has been chosen in order to understand more fully the complexities of ELA implementation at this level, and by so doing, this will inform the cycles both before and after.
- **Research questions:** How is the Quebec English Language Arts curriculum implemented in Cycle Three elementary classrooms? More specifically:
  - *What kinds of ELA teaching and learning activities occur in each classroom?*
  - *How do the teachers describe their practices and rationale for them?*
  - *What other factors contribute, or not, to the teachers' ELA implementation?*
- **Timeline:**
  - September 2014-December 2014: Participant selection; design and methodology training; Research Ethics Board application, site visits.
  - January 2015-June 2015: School visits to gather field notes and artifacts, and to conduct some videotaping, and interviews with the teachers and corroborating/disconfirming interviews with each of the principals.
  - Summer 2015: [All the data collection is complete](#), including June interviews with teachers and separate ones with their principals, and the transcription of the classroom observations, videotapes and the interviews are in progress. [All transcriptions should be finished by mid-September 15](#). Preliminary procedures for the data analysis.
  - September 2015-February 2016: Data analysis.
  - February 2016-August 2016: Report preparation and dissemination.
  - September 2016 - Executive summary report distribution.

- Sponsored by LEARN and Encounters with Canada
- Students submit an essay or a video response
- Contest open to Secondary students between 14-17
- 5 students win a 1 week trip to Ottawa to participate in an exchange with students from across Canada
- Congratulations to this year's winners:

April Gregory - Howard S Billings, NFSB - *A Hero Without a Cape*

Brendan Calado-Luke - Howard S Billings, NFSB - *The Coach*

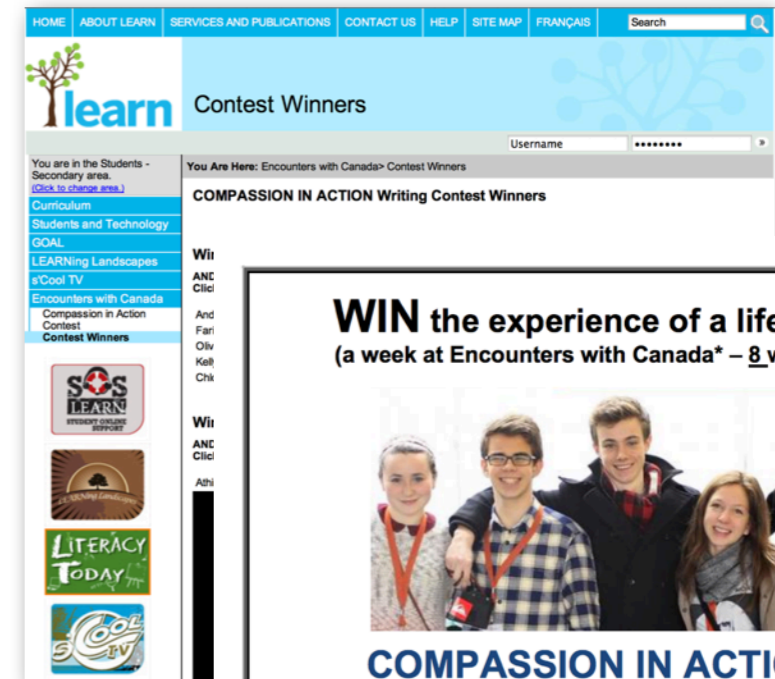
Cassandra Solomon - Lakeside Academy, LBPSB - *One Special Mom*

David Cruz - Lakeside Academy, LBPSB - *Who has inspired me the most?*

Jesse Rae - St-Thomas High School, LBPSB - *Michael Phelps*

Julia Bernstein - ECS, QAIS - *Think Don't Shoot*

Keanna Goodleaf - Howard S Billings, NFSB - *Kateri Memorial Foundation*



Track student language literacy development in English and French over time with mobile-friendly Web version of the Language Literacy Continuum (based on Riverside's SLP continuum).

## Development:

- Ongoing development - new features
- Develop web-based support materials to accompany the continuum
- Edit and revise English support guide, make available as inline help
- Pilot the translated and adapted French guide

## Pedagogical Support:

- SWL - PDIG project support





# Licensed Educational Content provided through LEARN to our Community





# Educational Technology

2015-2016

## Objectives

Designed and developed by teachers and consultants at the RECIT en univers social (RECITUS), together with LEARN team members and other partner organizations, the Cartograf application responds to student skills contained in the Geography and History programs in the QEP, with other possible extensions in the curriculum.

## April Update:

- New learning activities and resources for using Cartograf in the classroom
- Development of a hands-on workshop focussing on the pedagogical use of the tool in the classroom with LBPSB consultant
- Online video tutorials created, web event featuring the tool was held and archived
- Scenarios for Elementary Social Sciences
- Updates to TikiWiki platform and new features added





## Systems and Services

- Creation of new testing and development environments - ongoing
- Systems upgrades: installation of CentOS platform, Ubuntu upgrade
- Implementing new videoconferencing platform for 2015-2016 - Acano and currently maintaining existing bridge
- Updating integration to new school board portals and services - GAFE and Microsoft 365 implementations in various boards
- Development of new web-conferencing platform
- Authentication for students through LEARN website for Explore Learning - planning, testing, piloting
- Upgrading and redesigning LEARN website

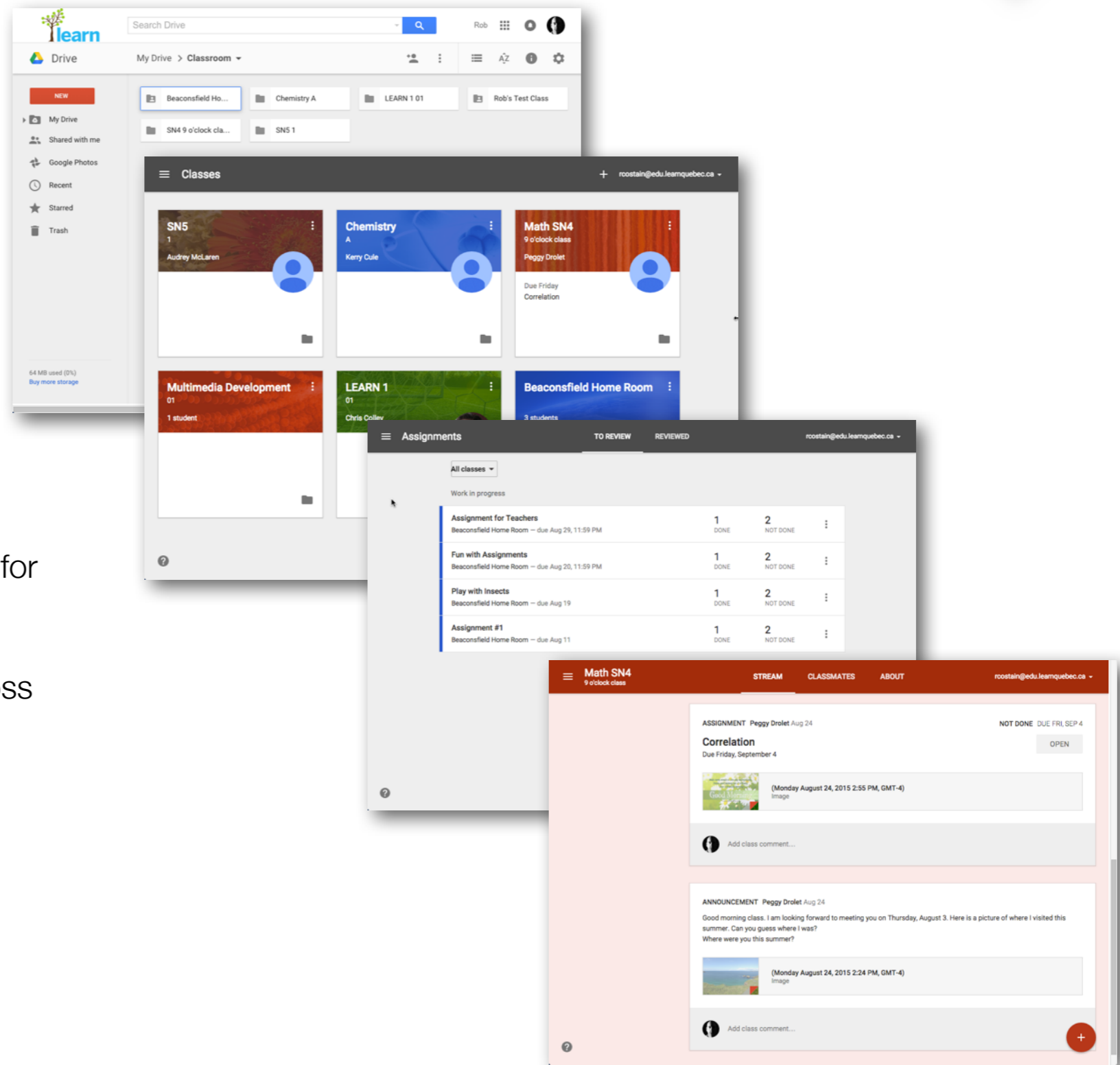


## Objectives

Setting up a Google domain for LEARN - edu.learnquebec.ca

## Development and Pilot

- Test user accounts
- Test strategies for connecting user database to the Google platform
- Set up a test environment in Classroom for our online teachers
- Work with boards to connect users across domains



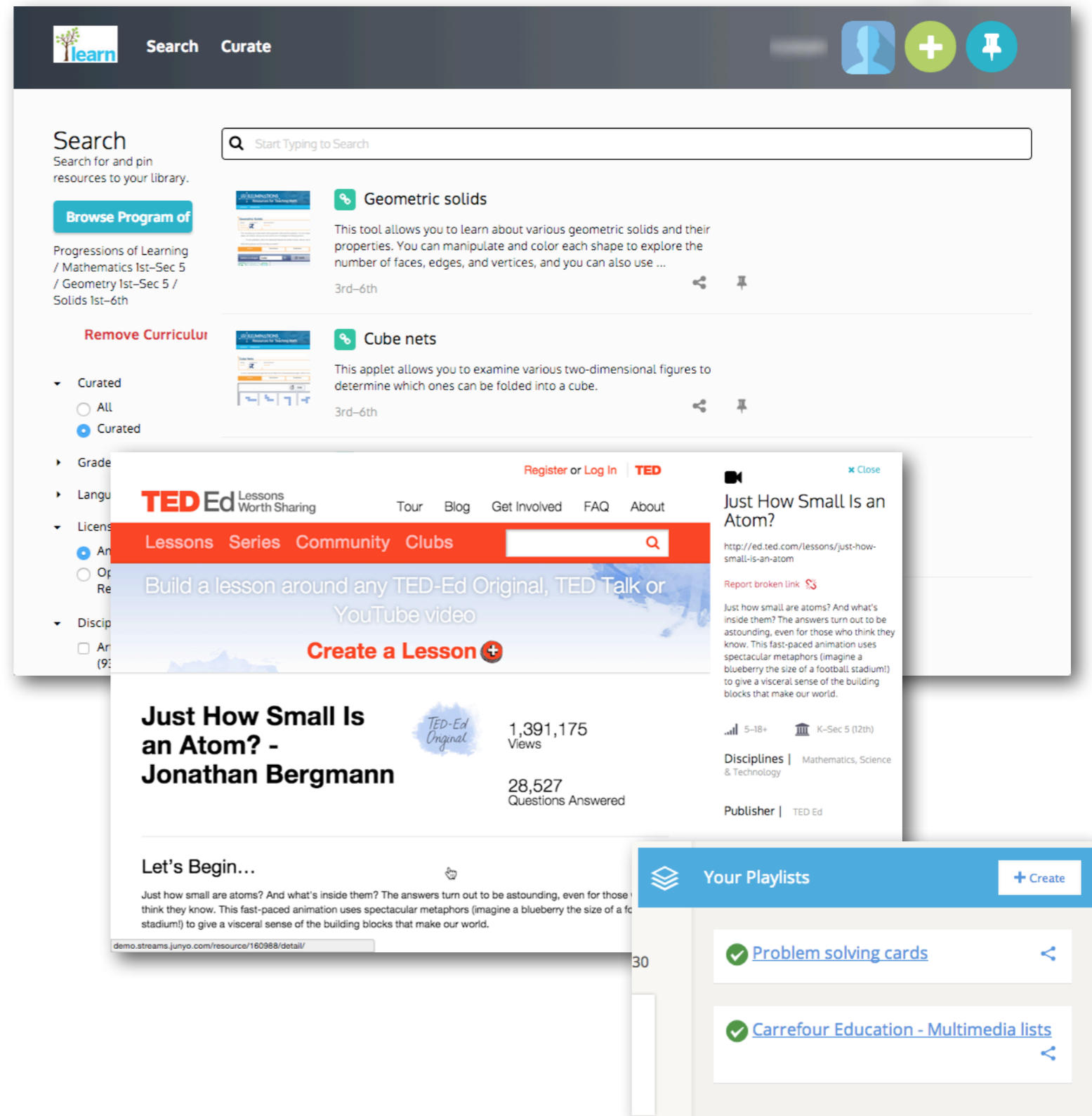


## Objectives

Build a central database of available resources on the web tightly linked to our curriculum to be accessed by our community.

## Development and Pilot

- Curation tool developed to include QEP and Progressions of Learning
- Over 6900 curated resources aligned to progressions, collection of over 88000 Open Educational Resources, other collections being added
- Playlist function: Curators and users can create collections of resources and share them as playlists
- The On2LEARN learning object repository (LOR) has reached version 1.7, and development is ongoing. The most recently added features include easier language-switching, improvements to the user collections (Library), sharing functions as well as playlists, and overall enhancements.



The screenshot displays the Learning Object Repository interface. At the top, there is a search bar and navigation options like 'Search' and 'Curate'. Below the search bar, there are search results for 'Geometric solids' and 'Cube nets'. A 'Remove Curriculum' section is visible on the left. Overlaid on the interface is a TED-Ed lesson detail for 'Just How Small Is an Atom?' by Jonathan Bergmann, showing 1,391,175 views and 28,527 questions answered. Another overlay shows a 'Your Playlists' section with two items: 'Problem solving cards' and 'Carrefour Education - Multimedia lists'.



# Online Learning

2015-2016

## Online Courses 2015-2016

- **8 School Boards/organizations:** CQSB, EMSB, ESSB, LSB, WQSB, SWLSB, RSB & AEEEQ
- **20 schools**
- **Courses offered:**
  - **Science Mathematics** (565-426)
  - **Science Mathematics** (565-506)
  - **Physics** (553-504)
  - **Chemistry** (551-504)
  - **Science and Technology** (555-404)
  - **Science of the Environment** (558-402)
  - **Remedial History** (RSB - March-June)
  - **Music** (asynchronous)

*Mrs. Drolet,*

*You are such an amazing teacher, you bring math to an entire new, exciting, fun level. I could have not asked for a better teacher. You encourage us and ask us to follow our dreams. You always stay after class to help us and explain a thousand times or until we understand. You have impacted so many students of my class including myself, you truly have a gift of encouragement. Happy Appreciation week! Looking forward to so many more amazing times online!*  
~Danielle

*Ms. Drolet is a great teacher because she makes sure we understand the concepts and steps of the problems. I feel that being in Ms. Drolet's class has helped me grow in math. Thank you, Ms. Drolet:)*  
~Ethan

*Happy Teacher Appreciation week Mrs. Cule :). You are so amazing, you care so much about our learning and will do anything in your power to make us succeed. It doesn't go unnoticed. Thank you for helping me and being very flexible. When I look back on High School, you will have been the teacher that cared. You have made Chemistry not just a class but a great learning experience. I was really nervous at the beginning of the year but now I feel comfortable and I am enjoying your class. Thank you so much and have an amazing week*  
~Danielle

*Happy teacher appreciation week! Thank you for always taking your own time to help us when we are stuck on something. You are a wonderful teacher and you make online learning a great experience!*  
~Hannah

*I would like to thank you, Miss McLaren for your patience and the effort you have put towards teaching us. Your efforts to keep the lessons amusing are always greatly appreciated by myself, and I am certain that I speak for all your students when I say that I am grateful that you are my teacher.*  
~Simon

*Happy teacher appreciation day Mrs. McLaren! I've had many different math teachers and you are definitely one of the best. It feels great not to be held back in your classes, I feel like I'm learning more than ever. Thanks for being an awesome, funny and brilliant teacher, if you taught every class of my school day, I would actually enjoy coming to school! I hope that you enjoy teaching us (I mean why wouldn't you ) and that you will keep on teaching for years to come!*  
~Adrien

*Happy Teacher's appreciation week, Ms.Dahlstedt!  
Thank you for making Physics interesting and easy to learn!*  
~Bryce

*Thanks so much! Taking over for Mr.Ross must've been hard but you're doing good. Thanks for helping me and going over stuff that I needed extra help on. It was a great experience having you teach at St. Mikes with us for a day!*  
~Grace





## Important Visitors to Our Online Classes

It was an honour and pleasure to have Premier Philippe Couillard and Education Minister Sébastien Proulx, as well as MNA for les Iles de la Madeleine, M. Germain Chevarie, visit an online class via Grosse Ile School on Thursday, May 5th.



The gentlemen were visiting les Iles de la Madeleine and included a visit to Community Learning Centre (CLC) School, Grosse Ile School. Hugh Wood, the school principal, arranged the online class visit. He felt that it was important for Premier Couillard and Minister Proulx to see a LEARN class in action because online classes are vital to his school.

Mr. Couillard, like most of our online students, was immediately engaged in the class, and spoke with Mrs. Drolet and the online students for about 10 minutes. Mr. Proulx (also Minister responsible for the Magdalen Islands) was part of the class interaction. The students involved were incredible ambassadors for LEARN and showed their math (and Twitter) abilities.



## School PD and Support

We offered support, training and platform access to school boards who wanted to provide online services for their students

- CQSB – focused on their students at risk:
  - reach back online courses in the fall
  - Online enrichment for students preparing to write the June exam
  - Summer school online option
- Other School Boards (ESSB, Cree etc.) – some teachers use our portal for classroom resource access for their students

## Virtual Campus Project

- Met with DEEN and PROCEDE as per DGs table mandate

## Blended Learning in the Schools

In October 2015, Shirley Picknell, from CQSB, with the support of her school board and LEARN, launched a blended classroom project integrating web conferencing tools into her grade 8 Science and Technology class. Having taught online summer school and online reach back tutorials for several years, she saw the benefits of the online tools for her students. She has reported that it has been a successful venture and it is her goal to use the same strategies within her higher science courses in the future. She started slowly introducing the students to the online environment, and continued using the platform as a means for more individualized assistance for students.



## Support and Training for Online Summer Courses 2015-2016

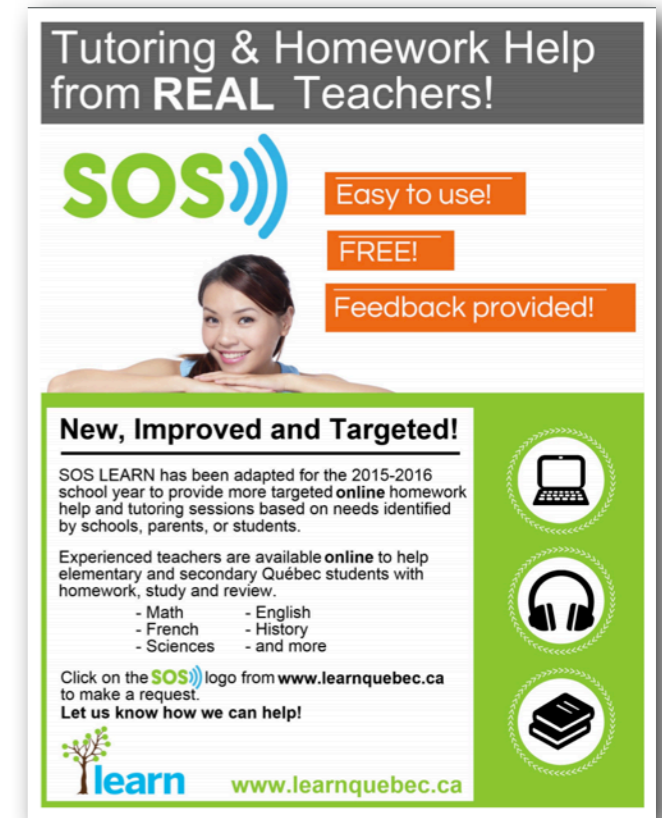
- Summer school courses – provide technology, support and training for instruction online for the summer school period. Support for CQSB and SWL online Summer courses.
- New this year is a badging program that provides micro-credentials for teachers taking the training. Teachers can take training in a virtual context 24/7 free of charge. The flexibility of the training reduces costs for boards and allows teachers to train at their own pace, a great work around of their busy schedules. The summer program consists of a 6 module program:
  - Engaging the Online Learner
  - Role of the online teacher
  - Virtual classroom Management
  - Introduction to Tools of the trade
  - Organizing your online classroom with Sakai
  - Web conferencing training Zen live





## Online Tutoring Sessions with Real Teachers

- SOS LEARN has been adapted for the 2015-2016 school year to provide more targeted homework help and tutoring sessions based on needs identified by schools, parents, or students.
- Fall/Winter and Spring sessions per week:
  - Elementary Homework Help – 8 hours (2 hours added based on demand in the spring session)
  - Cycle 1 Math (sec. 1 & 2) – 4 hours
  - Sec. 3 Math - 2 hours
  - Sec. 4 Math – 2 hours
  - Sec. 5 Math (and overflow sec. 4 math) – 2 hours (updated based on demand)
  - Science (sec. 3 & 4) & Chemistry – 6 hours (updated based on demand)
  - Physics – 2 hours
  - English Writing Centre – 4 hours (updated based on demand)
  - Français – 6 hours (based on demand)
  - History (sec. 3 & 4) – 6 hours (based on demand)
  - Specific groups: Remedial students from a LBPSB school - 9 history students and 8 science students. History students from an EMSB school - 22 students



**Tutoring & Homework Help from REAL Teachers!**

**SOS** Easy to use!  
FREE!  
Feedback provided!

**New, Improved and Targeted!**

SOS LEARN has been adapted for the 2015-2016 school year to provide more targeted **online** homework help and tutoring sessions based on needs identified by schools, parents, or students.

Experienced teachers are available **online** to help elementary and secondary Québec students with homework, study and review.

- Math
- French
- Sciences
- English
- History
- and more

Click on the **SOS** logo from [www.learnquebec.ca](http://www.learnquebec.ca) to make a request.  
**Let us know how we can help!**

**learn** [www.learnquebec.ca](http://www.learnquebec.ca)

**Students from all 9 school boards, QAIS, & ADJS attended over 930 tutoring sessions. (Up to May 30th)**

## Online Tutoring Sessions with Real Teachers

- Sample feedback from students and parents:

**From: Debra, Parent of SOS student**  
**Subject: SOS LEARN**  
**Date: June 6, 2016**

Hi there!

Thanks so much for a wonderful few months of tutoring! I really feel it had been beneficial for Jake!!

Have a wonderful summer!! See you in the Fall!

Debra,  
Parent, LBPSB

**From: SOS LEARN Spring Survey - Two Responses**  
**Subject: SOS LEARN**  
**Date: May 2016**

"It was great! The French classes were a big help for my daughter.  
Thank you for offering this amazing opportunity!"

-

"Thank you. Because of you i have been passing many tests so thank you again!"

**From: Elizabeth Takac (Parent - South Hull School, WQSB)**  
**Subject: SOS LEARN**  
**Date: January 20, 2016**

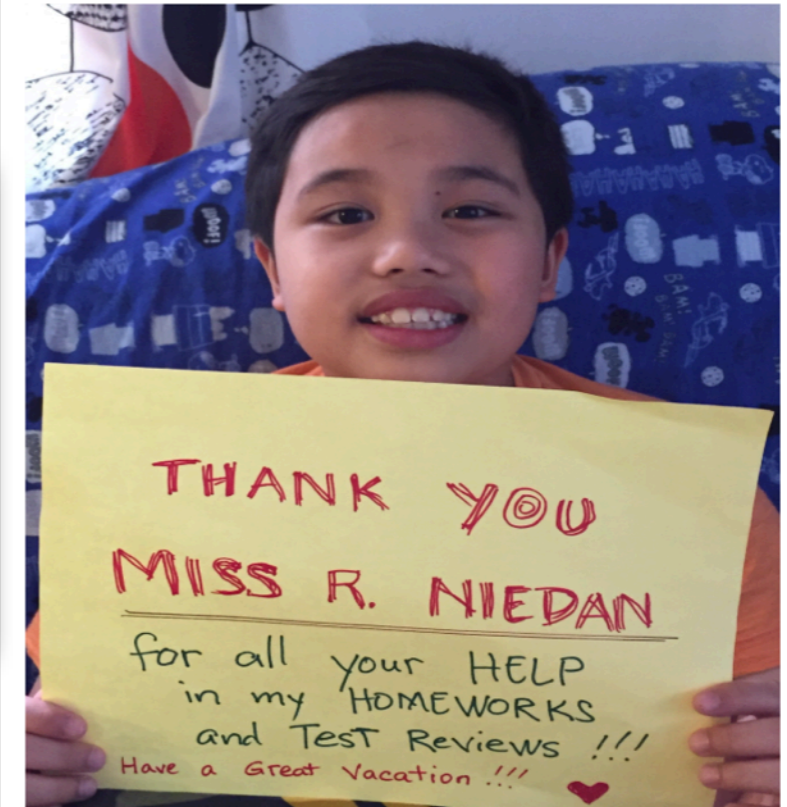
Good afternoon Dianne,  
We were very impressed with the tutoring session last week! We'd like to schedule another session for this week. She's been struggling with her Math, and I'm so thankful that we have this resource available to help her.

Many thanks for your help!

Liz  
Parent - South Hull School, WQSB

**From: Josh (SOS Student)**  
**Subject: SOS LEARN Elementary - Ms. Niedan**  
**Date: May 31, 2016**

"Thank you, Miss Niedan"



Love,  
Josh



# Online Courses for HTML Coding and Scratch for Kids



Collaboration with *Kids Code Jeunesse* to design and deliver Summer coding camp for students during the summer.

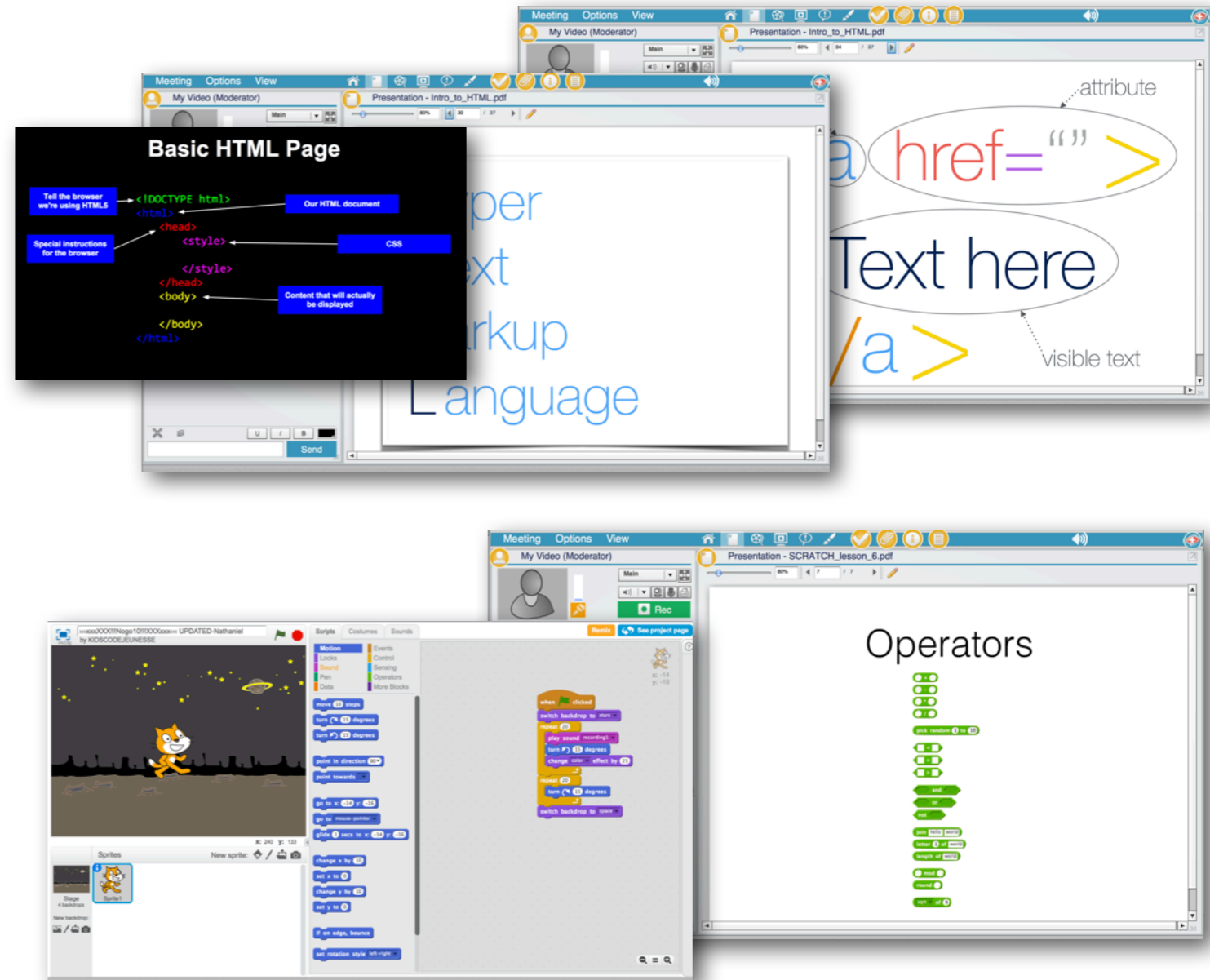


kidsCODEjeunesse

**Goal:** teach the basics of computational thinking and programming to students using a project-based approach

## Saturday sessions offered 2015-2016:

- Online HTML and CSS Coding  
10-12 year olds - Saturdays from November 21st - December 18th, 2015, January 16-February 5th, March 12th - April 2nd, May 7th - June 11th
- Online Scratch Coding Camp - offered to 7-9 year olds - 1 hour a day for 5 weeks - November 21st - December 18th, 2015, January 16- February 5th, March 12th - April 2nd, May 7th - June 11th
- Exploring more advanced courses and online teacher-training program



The collage features several educational elements:

- Basic HTML Page:** A diagram showing the structure of an HTML document with labels for 'Tell the browser we're using HTML5' (pointing to <!DOCTYPE html>), 'Special instructions for the browser' (pointing to <head>), 'Our HTML document' (pointing to the entire code block), 'CSS' (pointing to <style>), and 'Content that will actually be displayed' (pointing to <body>).
- Language:** A whiteboard with the word 'Language' written in blue.
- href attribute:** A diagram showing an href attribute with labels for 'attribute' and 'visible text'.
- Scratch Coding:** Screenshots of the Scratch IDE showing coding blocks for 'when clicked', 'switch backdrop to next', 'play sound', 'change volume', and 'set volume'.
- Operators:** A whiteboard titled 'Operators' showing various mathematical and logical symbols.



## Online Tutoring Sessions with AEVT Real Teachers

- This program for AEVT began late fall 2015 with one tutor and has grown to include the training of 10 tutors, and students from 8 centres.
- Services are offered in the evening free of charge to adult students four nights per week. It has grown slowly as adult centers promote the services.
- Tutoring was offered in the following subjects:
  - Mathematics (all levels)
  - English mother tongue communication skills
  - English second language
  - French second language
  - Accounting
- Support for Recognition of Competencies (RAC) was also available for Accounting and Secretarial Studies in collaboration with the RAC Provincial Coordinator
- Tutoring in certain subjects will continue into the summer for centres who offer summer sessions.



Collaboration with *Kids Code Jeunesse* to design and deliver Summer coding camp for students during the summer.

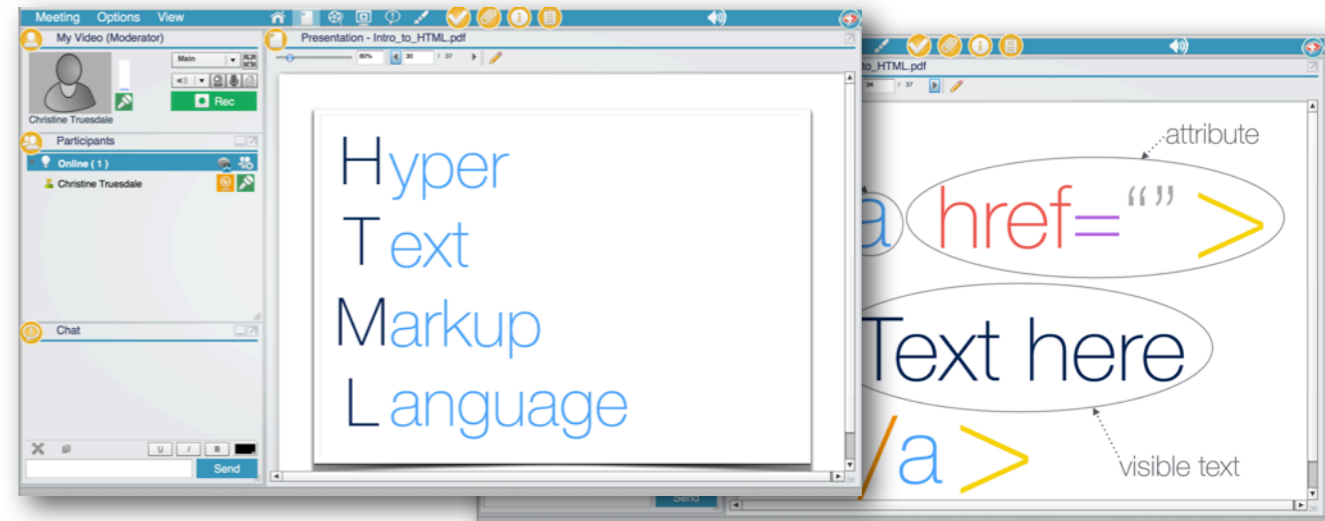




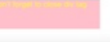
kids**CODE**jeunesse

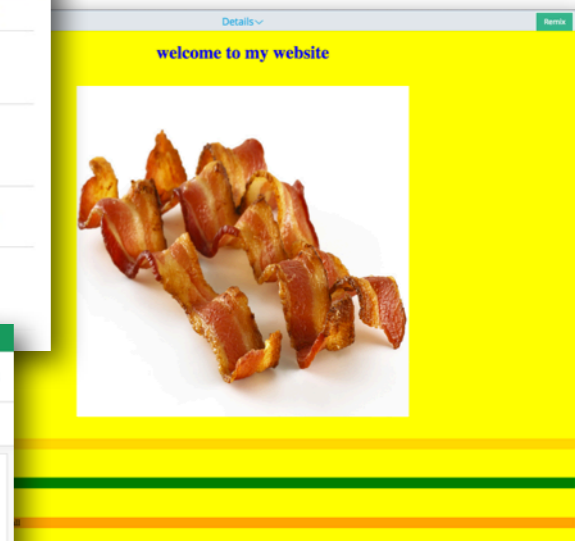
**Goal:** teach the basics of computational thinking and programming to students using a project-based approach

## Summer Coding Camp 2016 sessions to be offered (expanded offerings):

- Online Intro to Scratch: July 11-15, 2016 - 1 week for 5 days, 2 hours a day offered to 7-9 year olds
- Online Intro HTML - July 11-15, 2016 - 1 week for 5 days, 2 hours a day offered to 10-12 year olds
- Online Intro Python - July 11-15, 2016 - 1 week for 5 days, 2 hours a day offered to 10-12 year olds
- Online Building Games in Scratch - August 8-12th, 2015 - 1 week for 5 days, 2 hours a day offered to 7-9 year olds
- Online Building Games in Scratch - August 8-12th, 2015 - 1 week for 5 days, 2 hours a day offered to 10-12 year olds



	CSS	HTML	Firefox
Add a web link:	<code>&lt;head&gt;&lt;style&gt;[add here]&lt;/style&gt;&lt;/head&gt;</code>	<code>&lt;a href="http://www.google.com"&gt;Click here to get to Google!</code>	<a href="#">Click here to get to Google!</a>
Add an image:		<code>&lt;img src="http://cs.mcgill.ca/~memar13/Parrots.jpg"&gt;</code>	
Add a video:		<code>&lt;iframe width="340" height="200" src="//www.youtube.com/embed/twfla1Kkgp" frameborder="0" allowfullscreen"&gt;&lt;/iframe&gt;</code>	
Change text colour: (don't forget to use opening of "color" is "color")	<code>mycolor { color: green; }</code>	<code>&lt;p class = "mycolor"&gt; kittens kittens kittens &lt;/p&gt;</code> <code>&lt;p style = "color: green;"&gt; kittens kittens kittens &lt;/p&gt;</code>	kittens kittens kittens
Create blocks of color:	<code>pink_div { background-color: pink; width: 400px; height: 200px; }</code>	<code>&lt;div class = "pink_div"&gt; don't forget to close div tag &lt;/div&gt;</code> <code>&lt;div style = "background-color: pink; width: 400px; height: 200px;"&gt; don't forget to close div tag</code>	





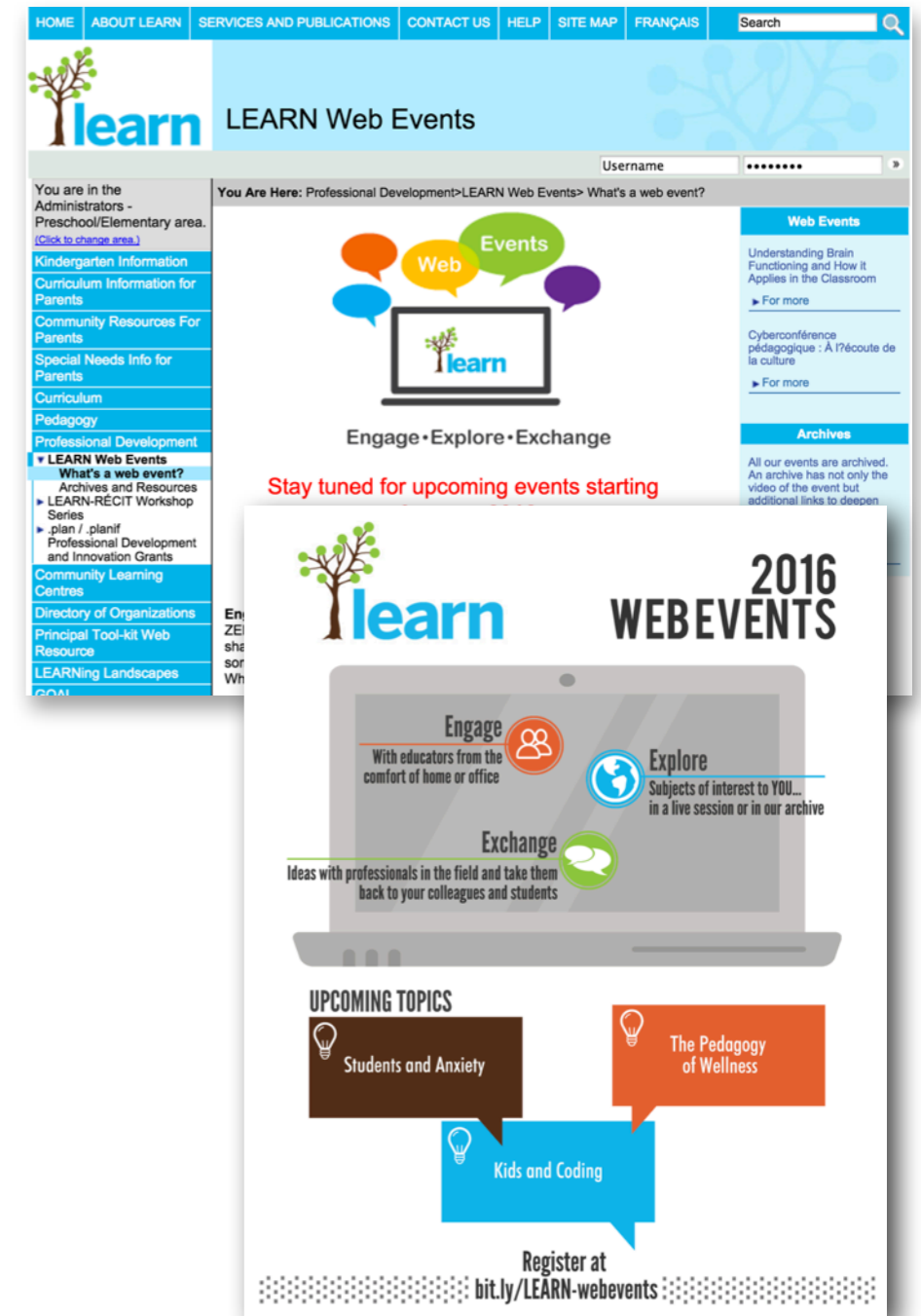
**Description:** Fourth year of LEARN web event PD series through which we share best practices, profiles, resources, ideas, hot topics.

Events September-November:

- September 21st: **Schema Based Instruction - Teaching Children with Different Learning Needs to Successfully Solve Word Problems** Kim Desmarais, moderator Andrea Prupas (in collaboration with ALDI). Participants from MEESR, QAIS, ESSB, LBPSB, LEARN, Cree SB, NFSB, CQSB, EMSB, Kativik, WQSB, RSB, WQSB.
- November 24th: **Understanding Brain Functioning and How it Applies in the Classroom** - Cindy Hovington, moderator Andrea Prupas (in collaboration with ALDI). Participants from MEESR, McGill, EMSB, QAIS, WQSB, LBPSB, NFSB, LEARN, Littoral, SWLSB, CQSB, RSB, ETSB, ESSB, CREE SB.

Recorded events archived on website:

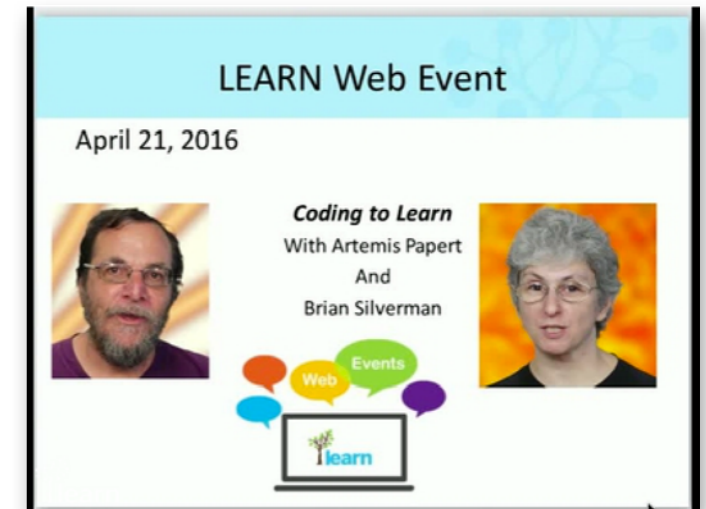
- **Projet Balado Web : à l'écoute de la culture** - Kish Gué
- **Discovering VodZone Education: A LEARN GRICS web event** - Ann Quesnel & LEARN Team



**Description:** Fourth year of LEARN web event PD series through which we share best practices, profiles, resources, ideas, hot topics, archived for later viewing.

Events January-June:

- January 25th: **Anxiety in the Classroom: Identification and Management** - **Dr. Felicia Kaufman**  
 Participants from ESSB, WQSB, LBPSB, EMSB, ETSB, RSB, SWLSB, Kativik, CQSB, Littoral, Private Christian School.
- March 22nd: **Gamification: It's not all fun and games!** - **Avi Spector**  
 Participants from First Nations Education Council, ETSB, LBPSB, NFSB, WQSB, WICC/LBPSB, LEARN, SHS, SWLSB, CQSB, EMSB, CSRDN, Université Laval, Thunder Bay Catholic, West Island College, CSDM, ALCDSB / Ontario, MEES.
- April 21st: **Code to Learn** - **Brian Silverman and Artemis Papert**  
 Participants from Vanguard High School, SWLSB, EMSB, RSB, LBPSB, ESSB, LEARN, CQSB, NFSB, Bishop's College School, MEES, DSCA-SAR, Littoral, CSRDN, Arizona State University.
- March 22nd: **La Rétroaction Enregistrée** - **Marc-Albert Paquette**  
 Participants from WQSB, CSSH, Cree SB, FNEC, RSB, SWLSB, LBPSB, ESSB, NFSB, ESSB, Villa Maria, Collège de Montreal, UQTR, CSBE, MEES, CSMB, CS du Roy, MIDI, Carrefour Accès Loisirs, IES Los Albares





# Collaborative Initiatives

2015-2016



## Projects for 2015-2016

- *Direction Lecture/Reading in Mind* - with MELS - Plan d'action sur la lecture
- *Language Literacy Profile* - SWLSB
- *Literacy Toolkit/EPEARL - ELM* - Concordia University and School Boards
- RÉCIT - translation & adaption of resources: Arts, Phys. Ed, Social Sciences
- *Kindergarten Developmental Profile/Special Needs in Kindergarten* - with MELS Provincial Kindergarten Committee
- ALDI PLC - support for online web events
- McGill Leadership in Community and International Initiatives (LCII) - collaboration on PD initiatives - Steven Pinker - *The Psychology of Communication in Writing and Teaching*, October 22nd, 2015
- Intensive ESL and History Pilot (Sec. 3-4) - MELS-DRD
- Collaboration on “action concertée” action research grant application with Concordia University on Digital Fabrication
- ELAN Quebec - ACE-Initiative - ACE-Jam June 2nd, and future project support

## Hosting of Websites and Collaborative Spaces in 2015-2016

- FACET Site - MELS research into common language teaching strategies
- WOTP Website
- PDIG Website
- Complementary Educational Services - MELS
- ALDI Website/Blog
- GOAL Website and GOAL POST
- PÉLIQ-AN (Linguistic Exchange Program) Website
- Direction Lecture/Reading in Mind - Educator site and student questionnaire
- DEEN LES Project
- Subject-Specific and Project-Based Communities in Sakai Collaborative Environment
- Blue Metropolis infrastructure and support for educational projects
- Support to the English Educational Community - DSCA Information Access
- Praxis Malawi Blog
- Intensive ESL/Histoire Pilot Teacher Communities
- Intensive ESL blog



# Publications & Presentations

2015-2016



# LEARNing Landscapes

*LEARNing Landscapes* is an open access online education journal published by LEARN

## 18<sup>th</sup> Issue - Spring 2016

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### *Artful Inquiry: Transforming Understanding Through Creative Engagement*

We are welcoming submissions to be considered for publication in our seventeenth issue entitled "Artful Inquiry: Transforming Understanding Through Creative Engagement" (SPRING 2016). We welcome contributions about professional development that cut across a wide range of formal and informal educational contexts. Submissions that are situated in current research, reflect various perspectives and approaches, and address the possibilities and challenges of professional development are of interest, as are submissions that link theory to practice. Also, we invite texts that share powerful stories of socially just professional development initiatives and their impact on learners.

**Deadline for submissions was February 1, 2016.**

## 19<sup>th</sup> Issue - Fall 2016

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### *Linking Education and Community: Present and Future Possibilities*

We are welcoming submissions to be considered for publication in our nineteenth issue entitled "Linking Education and Community: Present and Future Possibilities" (AUTUMN 2016). We welcome contributions that address experiences, practices, research and policies that link education and community in meaningful ways and contribute to building a just society. We are interested in articles that, through a range of lenses and disciplines, explore how collaboration between educational contexts and communities can enhance mutual and relevant learning. Submissions that show compelling stories and examples of innovative practices are of interest, as are those that explore issues and challenges. We welcome digital/visual/auditory examples in submissions that will show rather than just tell.

**Deadline for submissions is August 1, 2016.**



## *LEARNing Landscapes: Between the Covers*

LEARN is proud of our journal's worldwide reach and the fact that individuals within our local community routinely publish alongside eminent scholars of international fame. As of last count, about **250 Quebec authors** have either published or reviewed for the journal, with authors often being part of an ongoing writing group or learning network. This number does not differentiate between one-time participants, and the many in our local community who participate on a regular basis as reviewers or authors. (More than **100 members of our local community are regular contributors**, all on a voluntary basis!) Nor does it count the many more who have received feedback to work deemed not yet ready for publication. It is important to note that all authors, regardless of the final decision about publication, receive extensive and detailed feedback from at least two reviewers whose expertise matches the submission under consideration.

This peer-review process, a pivotal process that happens "between the covers" of LEARNing Landscapes, offers rich and rewarding professional development for reviewers and authors alike, but can be easily be overlooked. While we are immensely proud of our online product, and continually work to secure strong submissions, broaden our readership, and connect in other ways to the community, we focus just as hard on maintaining and deepening these invisible, but perhaps even more powerful, professional development dimensions of the LEARNing Landscapes experience.

*LEARNing Landscapes* is an open access online education journal published by LEARN

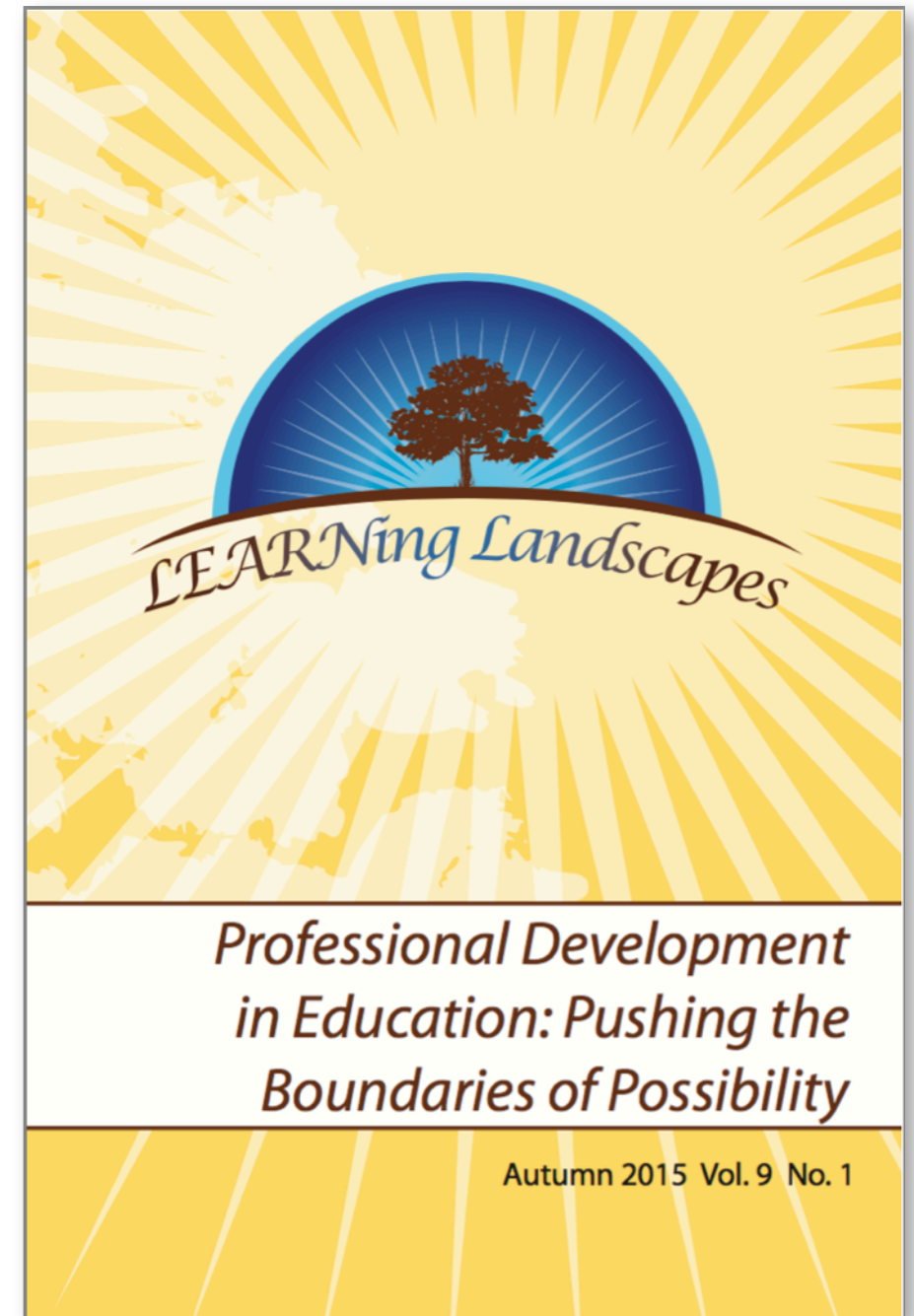
**Published January 2016:**

**17<sup>th</sup> Issue - Vol.9 No. 1**

*Professional Development in Education:  
Pushing the Boundaries of Possibility*

This issue shares articles and interviews about professional development that cuts across a wide range of formal and informal educational contexts.

20 articles published by 41 authors





*LEARNing Landscapes* is an open access online education journal published by LEARN

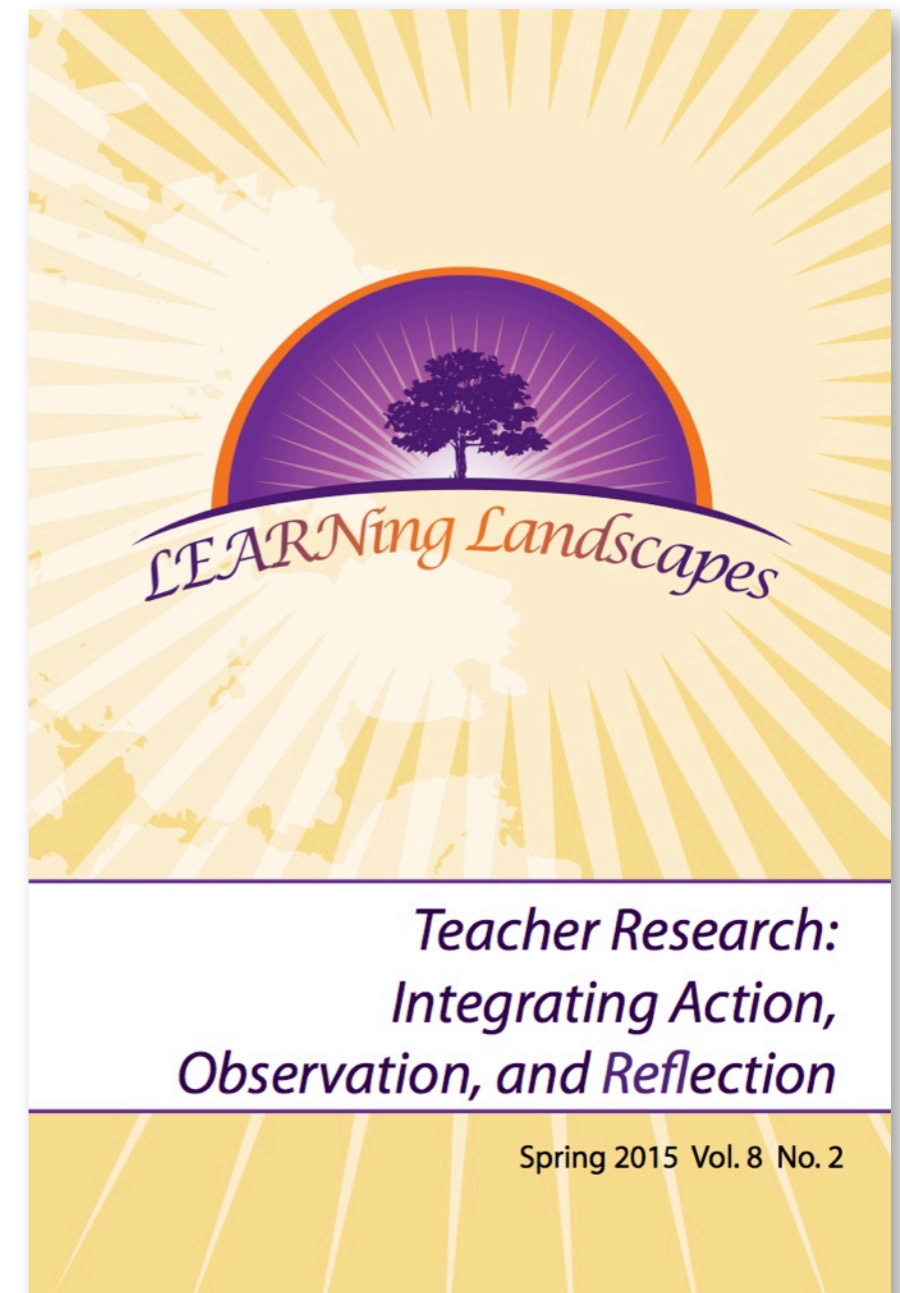
**Published July 2015:**

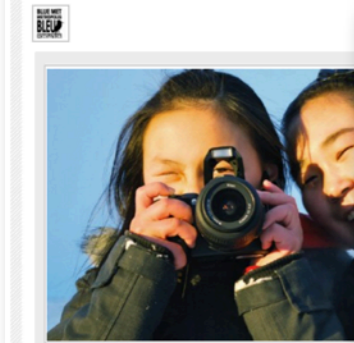
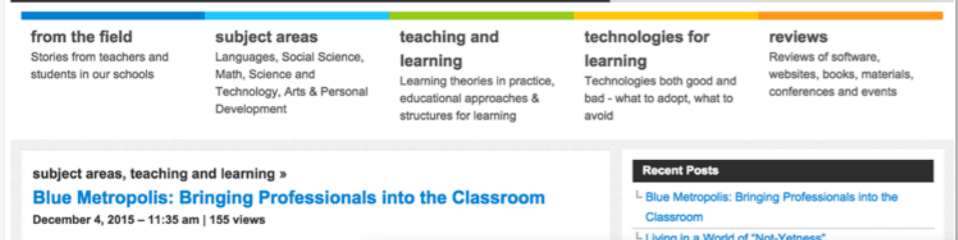
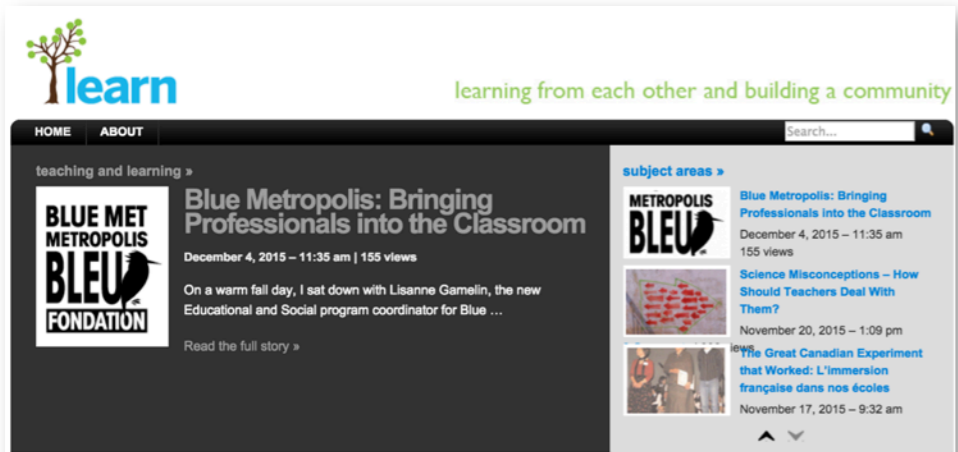
**16<sup>th</sup> Issue - Vol.8 No. 2**

*Teacher Research: Integrating Action,  
Observation, and Reflection*

This issue shares articles and interviews  
about teacher research at all school levels.

22 articles published by 39 authors





## September-December 2015

- 16 posts by LEARN team members and guest authors:
  - ***Learning to Code is Learning to Learn***
  - ***Beyond the Textbook: Small Steps to Nurturing Girls' Interest in STEM Careers***
  - ***Blue Metropolis: Bringing Professionals into the Classroom***
  - ***Living in a World of "Not-Yetness"***
  - ***Science Misconceptions – How Should Teachers Deal With Them?***
  - ***The Great Canadian Experiment that Worked: L'immersion française dans nos écoles***
  - ***The Students Have Spoken: Online Classes vs. Face to Face***
  - ***Flipped History: A new approach for a new curriculum***
  - ***Your RÉCIT: What is it and who is it?***
  - ***CORAL: New initiatives in adult education***
  - ***L'initiative de citoyenneté numérique***
  - ***Being Human Online: It takes a village***
  - ***How Should we Assess Students in Inquiry-based Science?***
  - ***History of Quebec and Canada – Planning for a new curriculum***
  - ***Beyond the Textbook: Righting the Math Course***
  - ***Onward and Upward: Fostering a growth mindset***





## January-June 2016

- January - June 19 posts so far by LEARN team members and guest authors:
  - **Teacher Appreciation – Teachers (and Their Students) Just Want to Have Fun!**
  - **Teacher Appreciation – I <3 My Teacher!**
  - **Teacher Appreciation – Making the Difference**
  - **Richard Robillard : une rencontre surprenante !**
  - **Applied Science and Technology – An idea whose time has come**
  - **Film and your Students: Exploring NFB Campus**
  - **The Students Have Spoken: Virtual Communities & Changing Learning Styles**

Home » From the Field

### Teacher Appreciation – Making the Difference

Submitted by [Dianne Conrod](#) on February 9, 2016 – 2:13 pm

[7 Comments](#) | [1,594 views](#)

*It's Teacher Appreciation Time! Depending on your school or school board, Quebec celebrates Teacher and School Staff Appreciation 2016 either the week of February 1 or February 8. After reading all of the amazing shout-outs collected over the past few weeks, it would seem that we should be celebrating Quebec educators every week.*

*Enjoy this first of three blog posts (blog #2 [here](#); blog #3 [here](#)) with messages of appreciation written by students, parents, colleagues, and commissioners. I thought that this first post should be kicked off with a student's recognition that all of her teachers are there to help!*

**ALL My Teachers, Ste. Agathe Academy, SWLSB**

My teachers are so awesome because they all want to ensure the success of the students. They always try their best to make sure you have all you need to pass. They always want the best for their students. Most students take it for granted and don't appreciate what the teachers do for them. So I'm doing it for them.



**Danielle Chaput, St. Patrick's High School, CQSB**

Danielle is constantly on the lookout for new ideas and ways to engage her students in Math. When she finds new websites, tech ideas or thinks of a new creative her colleagues. She makes math relevant for her students and works very hard to have all her students succeed.

**Lina Monaco, Terry Fox Elementary, SWLSB**

Miss Lina is an awesome kindergarten teacher. She has helped many parents who are facing a new step in their children's lives. Miss Lina is their teacher and mentor. She has helped many children succeed.

**David Armour, John Grant High School, EMS**

He has gone above and beyond to support the school. He is currently awaiting a replacement vice-principal with the same level of compassion, skill, and commitment.

Home » From the Field, Teaching and Learning, Technologies for Learning

### The Students Have Spoken: Virtual Communities & Changing Learning Styles

Submitted by [Chris Colley](#) and [Kerry Cule](#) on January 12, 2016 – 12:01 pm

[2 Comments](#) | [641 views](#)



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**Editor's note: Happy New Year 2016!**

In our second edition of *The Students Have Spoken*, LEARN turned once again to its online students to get their authentic voice on a few pertinent questions. This time, we asked two questions to a group of secondary IV (Grade 10) students: one about virtual communities and one about their changing learning styles in an online environment. The survey was conducted through the [Twitter](#) hashtag, #LQslowchat.

(Note, when the students talk about "BORs", they are referring to breakout rooms: spaces where smaller groups of students can work together within their virtual classroom. "VT" is short for [VoiceThread](#), another awesome tool for sharing content in a flipped classroom.)





## January-June 2016

- January - June 19 posts (cont.)

LEARN team members and guest authors:

- ***One Year Later: Passing thoughts of a newbie-flash-in-the-pan principal***
- ***Open Learning Limitations***
- ***Types de textes, genres de textes, séquences textuelles, discours, mode... J'en perds mon latin !***
- ***The Genius of Genius Hour***
- ***She Said, He Said: On Makerspaces***
- ***Interagir, c'est beaucoup plus que parler!***
- ***K is for Kindergarten: Easing into school***
- ***Beyond the Textbook: One woman's STEAM journey***
- ***10 Years Later: Is Creativity Still Being Killed in Schools?***
- ***Feedback Street: Formative Assessment in History***
- ***Effective Science Teaching: A Tale of Two Teachers***
- ***Burgundy Jazz: Exploring Black History Within a Local Context***

Home » Subject Areas, Teaching and Learning

### Types de textes, genres de textes, séquences textuelles, discours, mode... J'en perds mon latin !

Submitted by [Julie Paré](#) on May 11, 2016 – 11:40 am | 505 views



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J'enseigne le FLS au niveau secondaire et je voulais avoir regardé à la loupe le Programme de formation (PdA), je n'avais toujours pas ma réponse. Je ne le trouvais pas dans différents endroits que j'ai pu trouver dans le PFÉQ ni la PdA ? Serait-ce Internet, dans des grammaires, des ouvrages de différentes réponses, plus ou moins complètes ? Cependant, je crois bien avoir réussi à comprendre.

Il faut tout d'abord comprendre l'origine de ma confusion de 1995. (Hé oui, je vous révèle ici mon âge ! C'est expressif, incitatif, argumentatif, etc.) selon sa fonction et, d'autre part, les **textes** qui étaient répartis selon etc.). Les notions de types de textes, de genres de détail des « dérivés didactiques importantes du programme pas évident pour moi. Imaginez un instant nos élèves

Home » From the Field, Teaching and Learning, Technologies for Learning

### She Said, He Said: On Makerspaces

Submitted by [Chris Colley](#) and [Sylvia Bielec](#) on April 28, 2016 – 12:20 pm | 2 Comments | 422 views



LEARN staff figuring out how to make a theremin.

Last year, LEARN started exploring the idea of Makerspaces as a way to increase students' engagement in school. The idea itself is not new. Originally incubated by [hackers and computer tinkerers](#), Makerspaces have taken hold in communities across the world, as people rediscover the simple human joy of making something with their hands. Admittedly, the kinds of making associated with Makerspaces are usually somehow related to engineering and technology, but a growing contingent of low-tech makers are exploring the intersections between engineering and craft, between art and design. At LEARN, we chose to embrace all forms of making (or Making), and have called our makerspace an Open Creative Space, to honour both high- and low-tech making.

We started off holding Open Creative Space days for our LEARN staff composed of teachers and pedagogical consultants. We figured the best way to learn about making was to... make. Once we had a few Open Creative Space days under our belts, we opened up our offices to local educators from all the English School Boards and the QAIS network to join us in joyful, curious making. A lot of what we discovered about our own process is informing our work with schools and communities. In this post, we discuss our discoveries, from each of our perspectives, in the hope of shining a light on some of the more interesting aspects of making (or Making).

#### Our Personal Experiences with Making

Sylvia Said:

"The human hand is so beautifully formed, its actions are so powerful, so free and yet so delicate that there is no thought of its complexity as an instrument; we use it as we draw our breath, unconsciously." – *Frank R. Wilson*

If you asked me last year whether or not I was a maker, I would have replied 'no'. I come from that peculiar generation, in which – although my parents both know how to make things, sew or build or repair – I was not taught these skills myself. As I was growing up, I was surrounded by the pervasive value that making was what you did if you weren't good at school. Secondary 3 Technology class was where the kids who weren't good at academic subjects excelled, and I felt complacent in the knowledge that although I couldn't cut a straight line or use a drill, I could use my brain to get good grades. In the hierarchy of human abilities in my mind at that time, brain trumped hand. Today, I know that the brain and



## Local Conferences/Workshops September-December

- **Heritage High School, RSB** - October 1st: *How to teach Intellectual Operations in Social Sciences*
- **SWLSB - PDIG Project** October 9th: *Literacy Continuum intro*
- **ALDI Symposium** - October 14th: *Accessible PDF's*
- **MEESR - PACTE** - October 30th: *Flipped Meetings: Making better use of Together Time*
- **LEARN-RÉCIT:** Makerspace @ LEARN
- **Centennial Regional High School, RSB** - November 20th: *Accessible PDF's; Let the Games Begin: Gamifying your classroom*
- Presentation to parents at CQSB, AEVT teachers at NFSB
- Preservice Teacher Workshops at McGill University
- Other sessions as requested by the community

## Presentations

- INACOL - International Association for K-12 Online Learning
- BlendEd - *Building Community ... through Live Twitter Chats*
- Miami Device - Making Your Content Sing!



## Local Conferences/Workshops

### QPAT Workshops:

- *Helping Students Succeed in School: How-To's to the Rescue!*
- *All I Really Know, I Learned on Twitter*
- *Making Your Content Sing!*
- *Special Needs in Kindergarten*
- *Teachers Talking with Teachers: Effective Practices in Action*
- *Video-Assisted Science Instruction for Science Lab Experiments*

### QPAT/Spotlight on the Arts

- Round Table Discussion
- Art Hive





## RemixEd Camp - November 28th McGill

- *Makerspace*
- *Cartograf It!*
- *PD in Your PJs*
- *App Smashing*



[#RemixEdMtl](https://twitter.com/remixedmtl)

During the afternoon session I went to check out the Maker Space which I hope will be making an appearance at the upcoming **Future Ready Summit** in Montreal in April. There are some amazing things happening here including Makey Makey and textile technologies which blew my mind.



[View image on Twitter](#)



**Shelley Longney**  
@longneys

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No PJ's but lots of PD! [#remixedMTL](#) [#WhovaApp](#)  
Thanks [@susangv](#) and [@robcostain](#).  
2:06 PM - 28 Nov 2015

[←](#) [↻](#) 1 [♥](#) 2

**Tom Rhymes**  
@rhymestj

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Building paper circuits with the LEARN team  
[#RemixEdMTL](#)



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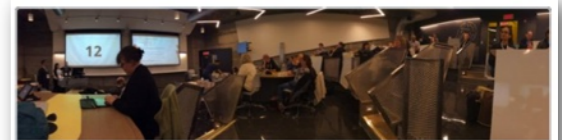
[@remixedMTL](#) what a great idea for engagement! Pizza + Share App Contest. [#remixedmtl](#) [#ideation](#) [#bestpractice](#)  
12:16 PM - 28 Nov 2015

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**Kim Meldrum**  
@MeldrumKim

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**Avi Spector**  
@a\_spector

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It's a wrap! Absolutely amazing day at [#RemixEdMTL](#) thanks [@GEGMontreal](#) [@learningbird](#) [@LEARNQuebec](#) and McGill Edu  
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**J-P Trudeau**  
@jp Trudeau

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Making stuff in [@McGillU](#) Makerspace [@TheJoyLabz](#)  
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## Local Conferences/Workshops January-June

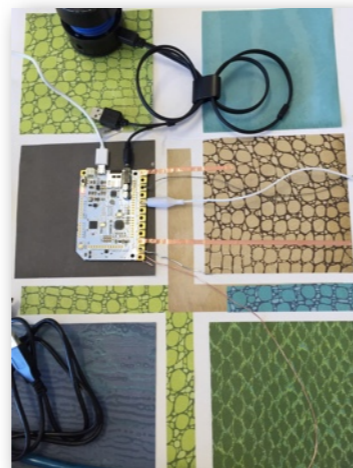
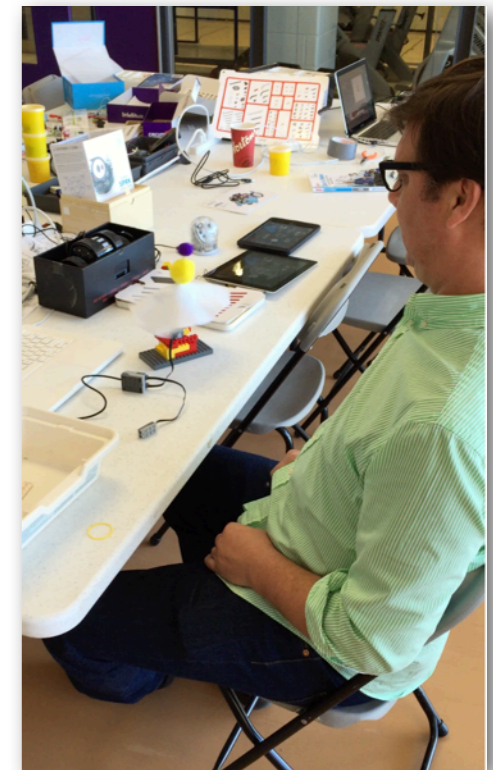
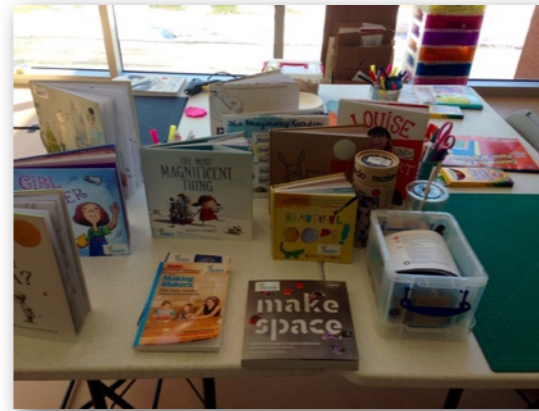
- **AQEFLS** - *How-To à la rescousse des élèves !*
- **LEARN-RECITUS** - *LEARN & RECITUS Resources for Social Sciences - RSB*
- **QSLIN Conference** - *Full STEAM Ahead presentation & POP-UP Makerspace*
- **Future Ready Schools Summit - Lakeside Academy, LBPSB** - *POP-UP Makerspace*
- **Canada-Wide Science Fair/STEMpower Conference** - *Full STEAM Ahead - Making the Case for Makerspaces & Exhibition Hall*
- **Montreal Fluency Centre:** *Telepractice Tools and Basics*
- **Adult Learner's Week - RSB:** *LEARN CORAL Online Tutoring*
- Preservice Teacher Workshop at Concordia University: *Special Needs in Kindergarten Tool*
- Presentation to parents at CQSB, AJDS Administrators, AEVT teachers and students at RSB, WQSB teachers, Cree School Board teachers
- Preservice Teacher Workshops at McGill University
- Other sessions as requested by the community

## Presentations

- Qualitative Methods Conference: *Arts-Based Research Collaborative: Inquiry Collage*



Bishop's University - Pop-Up Makerspace - March 20-21, 2016







## Future Ready Schools Summit - Lakeside Academy, LBPSB - May 1, 2016

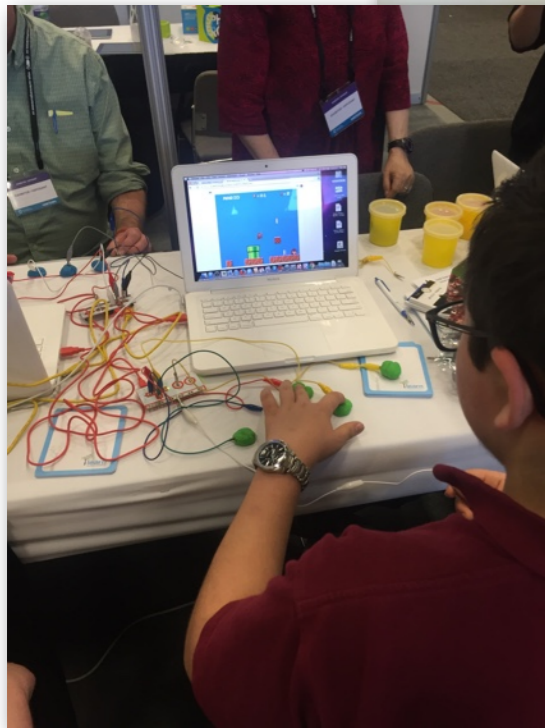
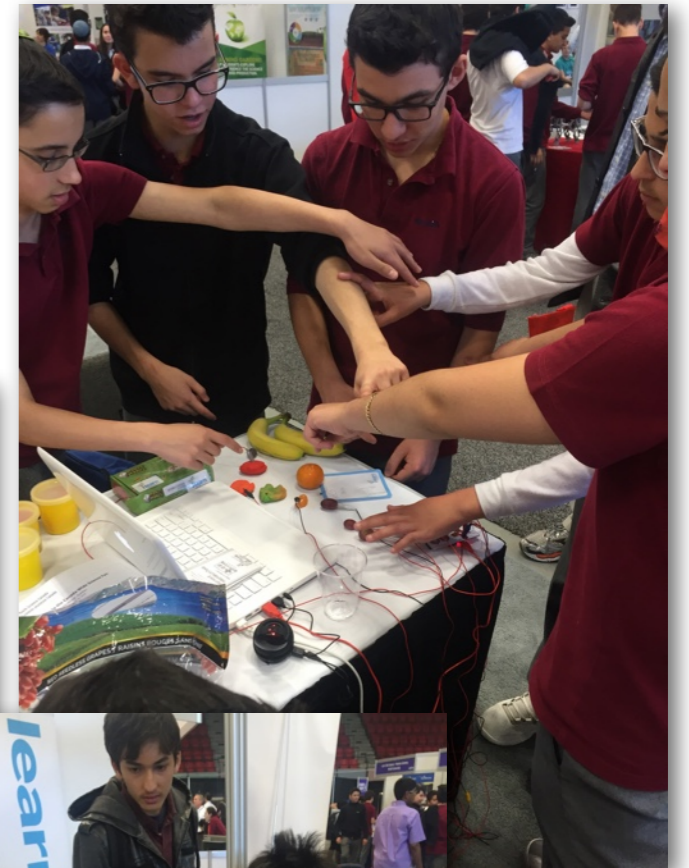
- *Pop-Up Makerspace*







Canada-Wide Science Fair - McGill - May 18-20 - Exhibition Hall





## Canada-Wide Science Fair - McGill May 18-20

- *Full STEAM Ahead: Making the Case for Makerspaces*





# CLC Report

## 2015-2016



# Network Expansion



75

CLC Schools across Quebec (as of May 1, 2016)

35

Single-site CLC schools

40

Schools employing the extended or multi-site model

9

NEW phase 4 CLC Schools

51

CLC Coordinators supporting the 75 CLC Schools



# Staying Connected



4

CLC Steering Committee meetings

2

CLC Advisory Committee meetings

- Members include representatives from: the CLC Steering Committee, School Board Representatives, CLC Principals, CLC Coordinators, LEARN, MEES, QESBA, CHSSN, QCGN, and the Provincial Resource Team

3

School Board Representative meetings



# PRT Support to CLC School Network



745

Hours of direct support to CLC school leaders

14

Custom training opportunities

Delivered in person, via webinar and by VC (QEP for coordinators, Shared Leadership Series for coordinators and principals respectively, Phase 4 training), in addition to this year's CLC School Conference

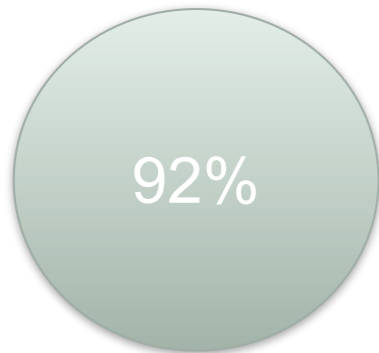
*“The team is supportive, positive, present and informative. As a result, I feel confident in my approach and know that I can rely on their guidance”* CLC Coordinator

*“Having a go-to person...so important!”* CLC Principal

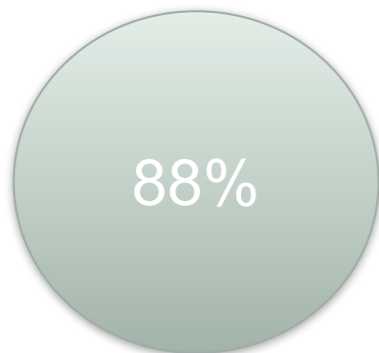




Of surveyed teachers agree that resources and activities introduced through school-community partnerships support school goals (based on the responses of a sample group of teachers)



Of teachers see an improved desire to be at school from typically disengaged students



Of teachers who led a Community Based Service Learning Project (CBSL) said their students engaged with the “curriculum” more easily

**“The [CLC] activities... are always very hands on and the students are always very enthusiastic and the participation rate is very high.”**

Teacher (NFSB)



# Early Childhood Education



81%

Of CLC school coordinators are members of partnership tables with a focus on early childhood education

53

Early childhood education activities / programs are now offered by or in collaboration with CLC schools (as of March 2016)



# Community Vitality



## CLC Principals and CLC Coordinators agree...

76.5%

... that the CLC Approach has facilitated cooperation and collaboration between English and French service providers

88%

... that the CLC Coordinators presence on local partnership tables has significantly enabled regional service providers to respond to the needs of the school(s) community

*“Our presence, has created a better understanding of who we are as a school and what we do as an Anglophone school board.”*

*CLC Principal (SWLSB)*



# Parent Engagement



88%

Increase in the school(s) ability to provide parents with information on resources available to their families through local service providers.

*(CLC Network End of Year Survey of Principals, Coordinators & Teachers)*

81%

Increased # of opportunities for parents to take part in activities with their child at school

*(CLC Network End of Year Survey of Principals, Coordinators & Teachers)*

22

CLC schools participated in nine high quality videoconferencing workshops for parents

**“By providing a welcoming environment in our CLC we are SLOWLY seeing a change in parental involvement.”**

CLC Coordinator, WQSB



- “...evidence from a recent study of CLCs of a correlation between the presence of a CLC and both increased enrollment and a change in school culture.” ABEE Report June 2015
- CLC schools highlighted as “achieving progress in achieving reconciliation through education.” KAIROS Canada October 2015 Report card: Provincial and Territorial Curriculum on Indigenous Peoples
- Three presentations on the Quebec community school model at Coalition for Community Schools Conference in April 2016
- CLCs featured in book chapter: “Developing Community Schools, Community Learning Centres, Extended-Service Schools and Multi-service Schools” by Hal Lawson and Dolf van Veen, chapter written by Paule Langevin
- Presentation of CLC early childhood initiatives to sous-ministre M. Yves Sylvain at the Journée d’échanges sur des initiatives structurantes autour de la lecture – May 2016
- Education Minister Sébastien Proulx spoke of the CLC initiative in his opening address to School board leaders at the QESBA/AAESQ 2016 Spring Conference, stating that the French system should look at implementing such a model.
- Data in the recently released March 2016 CHSSN-CROP survey on Community Vitality indicates that CLCs are important to their communities



# KAIROS & Legacy of Hope Foundation Education for Reconciliation Campaign - October 2015

The following report card has been prepared by KAIROS as a baseline to assess progress in achieving reconciliation through education in schools across Canada. It is intended as a basis for dialogue. It was produced for each Province. They looked at how much has changed in the curriculum in relation to covering residential schools, treaties and the historic and contemporary contributions of Indigenous peoples.

Results for Quebec:

**Public Commitment:** Significant Work Required

**Actual Implementation:** Significant Work Required

<http://www.kairoscanada.org/what-we-do/indigenous-rights/windsofchange-report-cards>

The curriculum in Quebec includes very little content on Indigenous peoples. Quebec came in last.

A **notable exception** is within the network of “Community Learning Centre” (CLC) schools supported by the educational non-profit organization LEARN, although this is primarily in the English language school system. In CLC Schools there is active and rapidly increasing use of resources such as:

- Project of Heart,
- Legacy of Hope Foundation 100 Years of Loss Kit,
- The KAIROS Blanket Exercise, and
- Participation in First Nation Child & Family Caring Society campaigns

**“Congratulations again for the milestone of Education for Reconciliation projects achieved in ALL of your school boards, impacting at least 1100 students over the last 4 years!”**

Sabrina Bonfonti, Aboriginal Projects Consultant for CLC Schools

