



THE VOICE OF  
THE PARENT IN  
EDUCATION

# QFHS NEWS

VOLUME 56 ISSUE 3

FALL 2018

## Math in Singapore

page 6

## Summer at the QFHS office

page 8

## Integrated Education in Quebec

page 12

## NEXTschool Summer Institute

page 16



# President's Message

2018 has been a year of real change in the English-speaking community starting with our Federation. I was elected to succeed Mr. Brian Rock as President at this year's AGM in the Spring. I am grateful for the confidence the members of the Board and the local associations have in my leadership abilities and I look forward to working with you all in the coming year. However, I want to thank our now past President Brian Rock for the leadership he has given QFHSA over the years, and I can confidently say we could not have gone this far with out it.



Change is always a continuous part of life and each and everyone of us go through changes throughout our lives. Communities are no different and as we are on the cusp of an election, further changes may be in store. As such, we must get used to new faces, new policies and programs at both the government and community levels, so it might be interesting to look at what changes have been undertaken in and for our community as we anticipate what changes will take place in Quebec on the whole.

Everyone is now aware that the Quebec government established for the first time in Quebec history, a Secretariat for Relations with English-speaking Quebecers. They have appointed a senior politician in Ms. Kathleen Weil as the minister and appointed Bill Floch a long-time researcher whose knowledge of our community has been the foundation of many community organizations' grant proposals over the years.

Another government institution serving our needs is that of the Ministry of Education. Finally, after an 18-month vacancy for the Assistant Deputy Minister post responsible for English Education Services, Steven Colpitts has been named to fill it. Mr. Colpitts has spent his entire career to date within the English school board network. He has held many pedagogical and senior leadership roles within the Lester B. Pearson School Board, most recently as the Director

of Educational Services, Director of International Programs and Director of Human Resources.

On the community front new leadership has emerged at the Quebec English School Boards Association (QESBA) where a new President Dan Lamoureux was named to succeed Jennifer Maccarone who is presenting herself as a candidate for the Liberals in the election in Westmount. Russell Copeman, the former Mayor of NDG and MNA for the same has been recently named as the organizations new Executive Director as well.

The Quebec Community Groups Network (QCGN) has also elected a new President as Geoffrey Chamber, business man and community activist whose involvement in language issues dates back to Alliance Quebec in the early 80's will take over the reigns. Meanwhile long-serving Executive Director Iris Unger has stepped down at Youth Employment Services (YES) and Aki Tchitacov has been hired in her place.

As you can see important changers have taken place in our community and I as President of the Quebec Federation of Home and School Associations look forward to working with all of them on the many challenges facing our community.

Hope to see you all at the Fall Conference

Linton Garner



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Johnnie Belinda Cluff

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QFHSA NEWS



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# Executive Director's Message



On July 30, 31 and August 1, I participated in the NEXTschool Summer Institute held at McGill University's Department of Education. The three guest speakers: Luke Summich, Justin Reich and Alan November spoke eloquently and passionately about their understanding of how children learn and how best to tap into the vast resource that is their own curiosity. They emphasized the im-

portance of letting children take the lead and how teachers can act as guides and mentors on their journey. There is concern that some teachers may feel threatened by this change in approach, as it calls into question the validity of the way they have been teaching their whole career. However, all could agree that once the teachers and the principal were on board, the next big hurdle was to insure the support of the parents.

Parents want what is best for their kids, and they know their own kids better than anyone. They also know that every kid is different and approach the challenge in his/her life differently. It is no great leap for parents to accept the premise that kids learn differently as well, some fast and furiously, some slow and methodically. What we can all agree on is that when our kids are genuinely interested in something, they can spend hours and hours exploring and mastering it **voluntarily**.

What all three of these guest speakers advised was ... TO LET GO. Let go of the way things have always been done, to the way things were done when we were kids ourselves, to the way teachers are currently trained and instead, be prepared to embrace a more organic experience of **learning** as opposed to **being taught**.

Eleven schools were represented at this summer institute, to get a better idea of what NEXTschool is all about and how it might be implemented in their school. QFHSA will be following closely to see how the parents in those schools are informed and educated about the new structure and how they can play a supporting role.

On October 1, another important event will be occurring in Quebec that may affect our children's education: the provincial election. Depending on the results, we may have yet again a new Minister of Education presented to us. Quebec has seen 12 Ministers of Education in the past 22 years: from Pauline Marois (1996-98) and Francois Legault (1998-2002) to Francois Blais (2015-16) and Sebastien Proulx (2016-18) All things considered, Sebastien Proulx has proven himself to be a very good Education Minister, one who clearly takes his job very seriously and who seems to have the best interest of all students at heart. Let us hope, if we do get a new minister, he/she will be as good as Proulx and not take us backward instead of forward.

The next big challenge for our parents this coming year will be to navigate a new world with revised school fees and how that will affect our children's education not to mention the pressures put upon some Home and Schools to fill the gaps. Executive Workshops and Fall Conference will be addressing some of these concerns, so make sure you attend and be prepared.

The 2018-19 school year will, once again, be an interesting one, for all of us.

Carol Meindl



# Membership services

## Hello from membership services!

Welcome to new Home and School Executives and new parents in the school. Home and School provides a gateway to meeting new people and learning about your school community.



### HOUSEKEEPING for new and newly “retired” Executive members

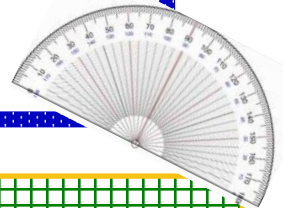
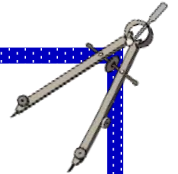
**Reminder:** All Home and School Executives **must** be a paid Home and School member.

The 2017-2018 President and Treasurer’s reports are due. They should be completed by last year’s Executive members.

Please send in the 2018-2019 Executive list so that you will receive updates from the QFHSA. Some emails are sent via *Constant Contact* so please check your spam box and add the QFHSA to your list of contacts.

All 2018-2019 documents are on the QFHSA website at [www.qfhsa.org](http://www.qfhsa.org) and some are due September 30<sup>th</sup>.

Workshops for new presidents, treasurers and membership/communication chair will be held on **Tuesday, October 2**, at 6:45pm at the QFHSA office. If you have any questions or concerns please attend these free workshops. Please RSVP by **Friday, September 28<sup>th</sup>** to Sheila at [sheiladesormeaux@qfhsa.org](mailto:sheiladesormeaux@qfhsa.org)



### Other Notes

The QFHSA is looking for people to join various committees. You may participate in person or by phone. **Literacy** (future of school libraries), **Education** (school fees and the roll out of the sex-ed curriculum) and the **Communications committee** (QFHSA NEWS, Facebook, Twitter, E-bulletins, etc).

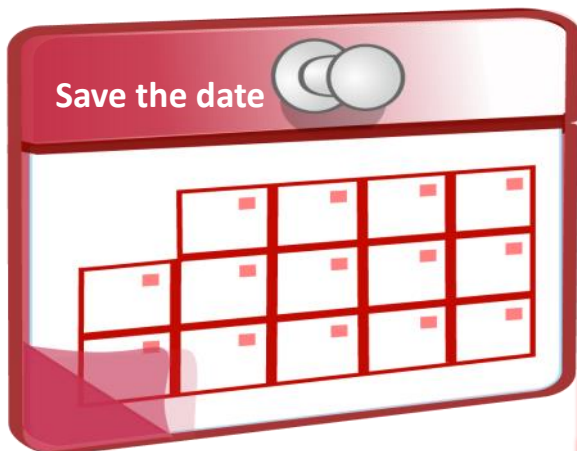
**Insurance:** Do you work in the insurance industry? The QFHSA would like some help this fall to look at our current insurance policies. Please contact Marlyn for information.

**Library survey:** Thanks to all Home and Schools who completed the survey in June. Please ask your school librarian or library coordinator to complete it as soon as possible. The survey is available on the QFHSA website under the tab surveys.

**Regional councils:** Would you like to host a regional council for Home and Schools in your area? Please contact Marlyn to arrange a date. [marlynbrownrigg@qfhsa.org](mailto:marlynbrownrigg@qfhsa.org)



# Save the Dates



## **DATES TO REMEMBER**

**Tuesday, October 2<sup>nd</sup>**

**Executive Training Workshops**

**QFHSA office**

**Saturday, November 3<sup>rd</sup>**

**QFHSA Fall Conference**

**St. Thomas High School,**

**Pointe Claire, Qc**

### **QFHSA Mission Statement**

The Quebec Federation of Home and School Associations Inc. is an independent, incorporated, not for profit, volunteer organization dedicated to enhancing the education and general well being of children and youth.

The Quebec Federation of Home and School Associations Inc. promotes the involvement of parents, students, educators and the community at large in the advancement of learning, and acts as a voice for parents.

## **PLANNING A SCHOOL TRIP TO QUEBEC CITY?**

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# Math in Singapore

## Singapore Math's Innovative Approach to Problem Solving

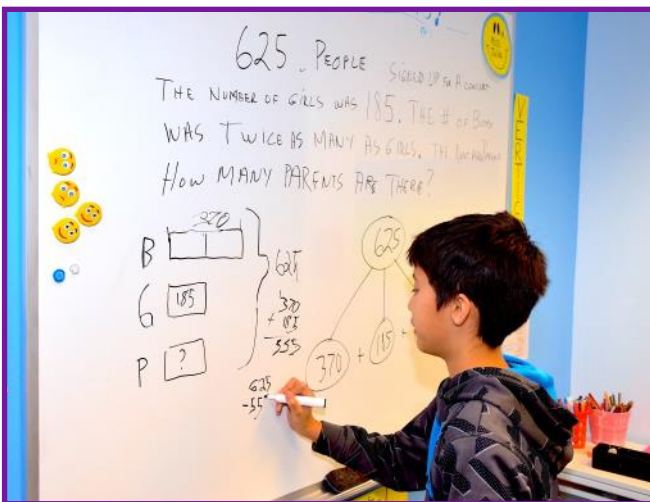
Mathematics is one of the world's universal languages and it permeates our everyday life. Seriously Addictive Mathematics (S.A.M) Canada believes that the best way for key math concepts to be understood and retained lies within a pedagogical approach that has transformed the country of Singapore into one of the leading nations of the world. Singapore's mathematical curriculum, recognized throughout the world as Singapore Math, is widely acknowledged to be the most successful national math program in the world since 1991<sup>1</sup>.

"Mathematics is an excellent vehicle for the development and improvement of a person's intellectual competence". Singapore Ministry of Education.

If math is the vehicle for the development of a person's intellectual competence, then think of S.A.M Canada as the road necessary for that vehicle to circulate freely and effectively. S.A.M is Canada's first after-school and weekend program dedicated to teaching young children the principles and techniques of the Singapore Math method. The curriculum and methodology that makes Singapore Math unique and successful is its prioritization of two key elements of mathematics: (1) a foundational understanding of the key building blocks of early math, as well as (2) an in-depth focus on problem solving, which uses techniques rooted in logic and critical thinking.

Before the 1980's, Singapore, a developing nation with an illiteracy rate of 40%, ranked at the lowest levels in education in comparison to other developing nations<sup>2</sup>. However, in 1982, a revolutionary overhaul mandated by Singapore's Ministry of Education (MOE), resulted in a pedagogical focus on Math, Science and Literacy. This paradigm shift focused on the realization that problem solving, and not rote memorization, was to be the foundation for the future of Singapore Mathematics. Singapore Math features a highly visual curriculum, which focuses on the use of deductive reasoning and problem solving in tandem with computational skills to solve mathematical problems<sup>3</sup>. In recognizing problem solving as the core of its mathematics program, Singapore's educational curriculum is now considered one of the world's most effective and successful<sup>4</sup>.

S.A.M Canada is proud to introduce "S.A.M's Problem-Solving Math Club", an engaging and collaborative after-school educational program taking place directly on school premises. Designed around small-class sizes and using techniques specific to Singapore Math, S.A.M's interactive program encourages team work through dialogue to solve advanced situational problems, while also giving students the advantage of understanding fundamental math concepts that will help them excel in the classroom. (This program is geared for children ages 9-12)

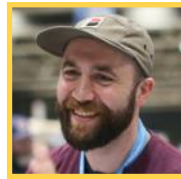
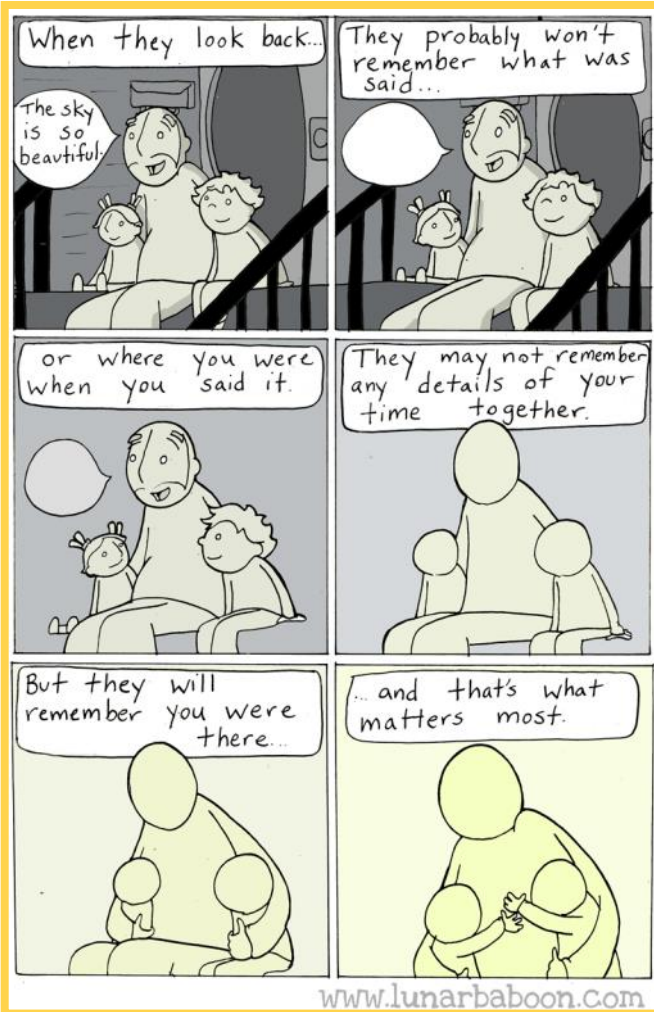


*"Mathematics is an excellent vehicle for the development and improvement of a person's intellectual competence".*

Singapore Ministry of Education

If you are an administrator, educator or decision maker who would like to learn more about this empowering program, please contact Erminio Zappitelli at [erminio@seriouslyadditivemaths.ca](mailto:erminio@seriouslyadditivemaths.ca) or call (438)387-7266.

1. TIMSS 2015 Assessment Frameworks. <http://timssandpirls.bc.edu/timss2015/international-results/timss-2015/mathematics/student-achievement/>
2. Dan Rather Reports, "Take a Lesson from Singapore" [https://www.youtube.com/watch?time\\_continue=10&v=1tuDF1JbhGM](https://www.youtube.com/watch?time_continue=10&v=1tuDF1JbhGM), October 31, 2011.
3. NBC Today Show, [https://www.youtube.com/watch?time\\_continue=218&v=UwO\\_dukjuU](https://www.youtube.com/watch?time_continue=218&v=UwO_dukjuU), February 19, 2012
4. PISA The Programme for International Student Assessment. Administered by The Organisation for Economic Co-operation and Development (OECD) (<https://www.oecd.org/pisa/pisa-2015-results-in-focus.pdf>)



Christopher Grady is the creator of Lunarbaboon, a webcomic designed for humans. In his spare time he is a family man and an elementary school teacher in Toronto.

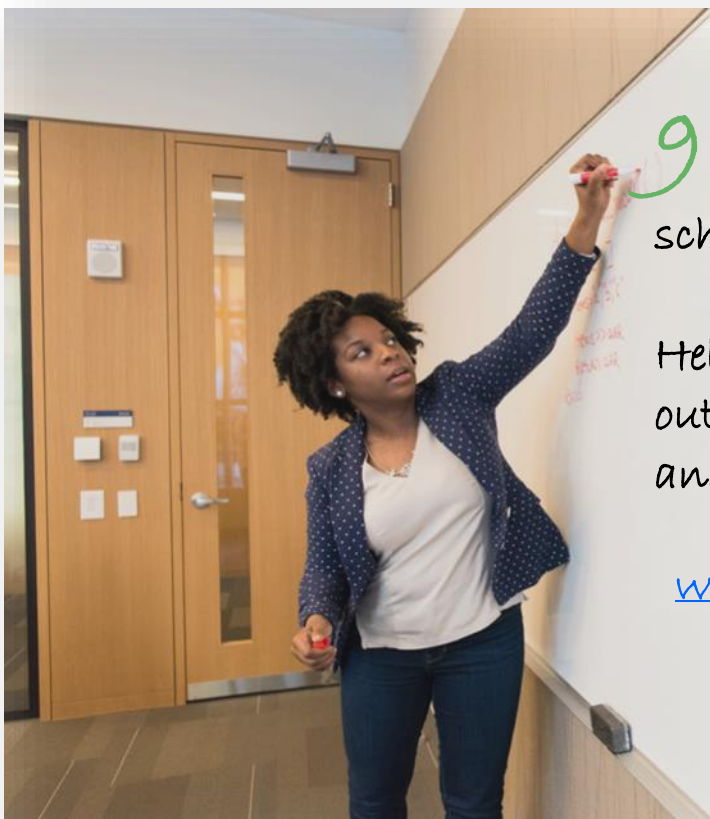
## Ask a Scientist!

It's time to ask those burning science questions! We've assembled a panel of scientists who are ready and willing to answer your questions.

Challenge yourself and challenge our scientists!

Submit your question and check back soon to find your answer!

**click here to submit your question**



9 tips to help start off the school year on the right foot!

Help your kids get the most out of this new school year and put your mind at ease!

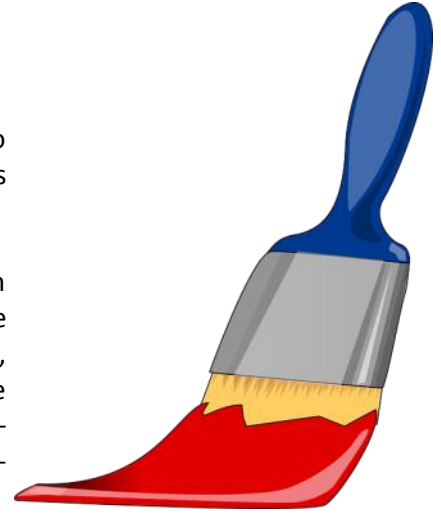
[www.canadianfamily.ca/kids/10-insider-back-to-school-tips/](http://www.canadianfamily.ca/kids/10-insider-back-to-school-tips/)

# Summer at the QFHSA Office

This summer there was much activity behind the scenes at the QFHSA office.

**Archiving:** The QFHSA received funding for two (2) summer students who were supervised by part-time archivist Marissa Stimpson. Many documents were sorted and scanned and are now preserved in digital form.

**Office Facelift:** A small budget was set aside to give the QFHSA office a much-needed facelift. In true Home and School fashion (**read DIY**), Administrative Assistant Sheila Desormeaux (with a little help) undertook the task of purging, cleaning and painting. Boxes of donated books that had been stored in the boardroom were re-sorted and shipped to school and community organizations. There is still much to do but the busy month of September and Fall conference planning are upon us.



**Literacy News:**

As mentioned above, seven (7) boxes of books were readied for shipment to schools and libraries outside of Montreal, six (6) boxes were donated to the West Island Mission for their back-to-school Backpack Program and one (1) box of novels was donated to the Place Cartier Adult Education Centre.

June 2018- Library resolution meeting: A meeting was held to discuss the future of school libraries. Invited guest Julian Taylor, Past President of the Québec Library Association, provided insight on province-wide issues. The committee will start preparing the resolution for the 2019 QFHSA Annual General Meeting.

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# Summer Student

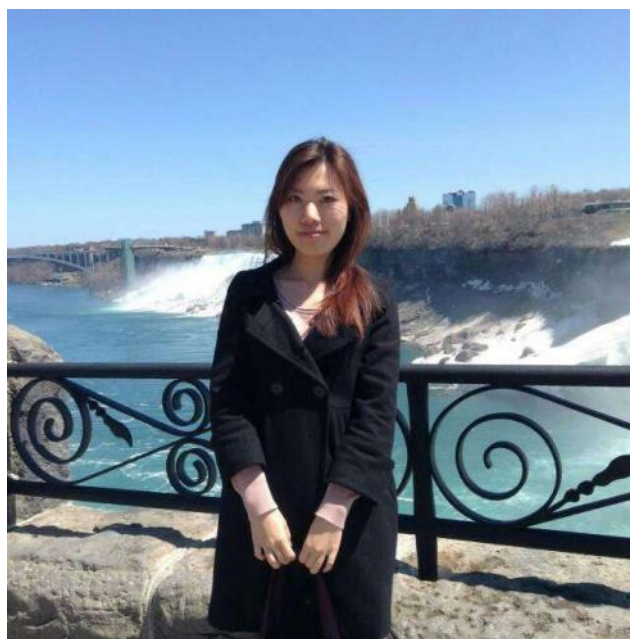
## *My First Job in Canada*

Jing Zhang, QFHSA Summer Student

Ever since I started my master's degree of Information Studies at McGill University, I dreamed about getting a job as an information specialist. As an immigrant who just moved to Canada, I know how difficult it is to realize the dream. June 1st, 2018 is a memorable day. I received an interview invitation from Quebec Federation of Home and School Associations (QFHSA). In the following two months, I was fortunate enough to fulfill my dream—to have experienced firsthand and learn the history and change of QFHSA, the general process of planning a digital archive project, as well as how much work and detail goes into every stage. Another valuable experience I gained was that I was able to apply what I learned from a few courses to my current job, such as document appraisal, database design and website building and maintenance.

Reflecting back on my first week at QFHSA, after I was introduced to everyone, I met the archivist, Marissa Stimpson, a recent graduate from McGill, who guided me through a few projects from the past two months. In the following weeks, I was handed two huge boxes full of the resolutions, research materials and correspondence letters for the past 70 years, with the earliest resolution dating back to the year 1947. I was quite overwhelmed by the work and documents produced by QFHSA. As I was appraising and digitizing these documents, I was deeply impressed by how active the Association is. For example, as early as 1949, QFHSA had asked for the inclusion of sex education into Quebec's school curriculum. From 1957, the association has been advocating the educational right for special needs students. All these reflects a QFHSA that cares about the education, wellbeing and safety of children and their parents. After I finished the resolution project, I also helped to archive the brief, photos and built a database and a website for retrieving them. Right now, with every valuable document digitized and uploaded to our database, people can access to them online.

At QFHSA, I felt honored to have witnessed the history of the association. Working here makes me feel confident and supported, as I knew that everyone in the office is very open and happy to hear my suggestions. I learned different types of skills, from learning to communicate with everyone in the office to applying my theoretical knowledge to real-life situations.



In the end, I would like to take this opportunity to thank Carol for offering me this summer job; Sheila and Marlyn for telling me everything about Canada, from the pension plan to work environment; Marissa for giving me instructions and her patience. I am forever grateful for the opportunity QFHSA offered and very honored to have this job as my first experience after I moved to Canada.



# Canadian Parents for French

## How to help your child thrive in French

By: Gabrielle Guillon, Canadian Parents for French

As school is about to start again, we are all thinking about how we can help our children to improve in school. French is generally a concern for most parents. Let us help you.

At Canadian Parents for French, we further bilingualism by promoting and creating opportunities for students to learn and use French but we also distribute resources to parents on how to support their children in learning French **outside of the classroom**. We have pamphlets you can request for your school on *Homework help from Kindergarten to High School*, or on how to choose a FSL program.

On our website <http://qc.cpf.ca>, you can find a plethora of links with resources for parents, teachers and students (Elementary and High school level). You can also become a CPF member and help support French as a Second Language by helping us create and deliver more youth activities across the province and territory, and by adding your voice as support of our advocacy messages – French for all, quality programs, recognized proficiency levels and leadership accountability.

So **how can you support your child even if you don't speak French? Here are a few tips we like to give parents.**

**Show interest** in what your child is doing in French and provide encouragement and support. This will influence how your child sees him/herself as a French Second Language learner and will help him/her succeed.

**Watch a TV program together in your mother tongue** and then discuss it is a great opportunity to develop language and reasoning skills which will help when learning a second language.

**Develop your child's listening skills** and **expose** your child to new ideas and information.

**Encourage your child to read French** books or magazines, watch French television (some shows can be viewed in French on Netflix), listen to French radio etc.

**Expose your child to French** by participating in French arts and French cultural events in the community. Your child needs to see that French is alive in Quebec and Canada **outside the classroom** (Find a list on <http://qc.cpf.ca/francophone-resources-and-activities/> or on [www.accentquebec.com](http://www.accentquebec.com))

**Consider taking a French course for adults** or learn alongside your child.

Bring French resources home. Learning French at school is not enough. **French resources are a definite must when helping your child at home**; magazines such as *Pomme d'Api*, *Mes Premiers J'aime Lire*, *Les Explorateurs*, *Les Debrouillards* or *Curium*, picture dictionaries such as *My first 100 French words for the little ones*, apps such as *Trema in Canada* (Fun games and 3 adventures to discover Canada) or *Boukili* (Free illustrated books for children) are just the tip of the iceberg. Visit the student resources page or <http://qc.cpf.ca> for more ideas.

With these few tips in mind, we encourage you to contact us with any concern about French as a second language in Quebec. We are only a click away.

Gabrielle  
[gguillon@cpf.ca](mailto:gguillon@cpf.ca)



**CANADIAN  
PARENTS  
FOR FRENCH**  
QUEBEC &  
NUNAVUT



# Virtual Choir



The Virtual Choir project was created by **Canadian Parents for French in Quebec & Nunavut**, in partnership with **Bishop's University**, the **Community Learning Centres** and the **Quebec Federation of Home and School Associations**, in an effort to foster an appreciation of the French language and culture among non French-Speaking communities in a fun and meaningful way and bring diverse communities together through song.

★ To view the last edition of the Virtual Choir, please visit: <http://qc.cpf.ca/activities/youth-activities/virtual-choir/>

**Canadian Parents for French** is launching its **4th Virtual Choir** in Quebec & Nunavut. *L'hymne à l'amitié* was composed and written by Isabelle Brassard & Cristina Ilutiu.

**How it works** : We send a song to schools across Quebec & Nunavut with music tracks, lyrics and a guide on how to support students learning the song. Once rehearsed and ready to perform, teachers record their choir and send us back a video of their students singing. Once we receive all videos, we compile them and create a great, unique collective song recording with all voices across Quebec and Nunavut!

If your school would like to take part in this year's edition, please contact Gabrielle at [gguillon@cpf.ca](mailto:gguillon@cpf.ca) for more details.



To participate in the 2018-2019 Virtual Choir, contact Gabrielle Guillon Canadian Parents for French <http://qc.cpf.ca> [gguillon@cpf.ca](mailto:gguillon@cpf.ca)

Elementary school and community choirs from around the province of Quebec and the territory of Nunavut will have the opportunity to sing a new, original French song *L'hymne à l'amitié* Lyrics by Isabelle Brassard and Music and Arrangements by Cristina Ilutiu. They will be recorded singing the song and the videos will be uploaded into a single video, available for all to watch. We really want to promote strong, healthy communities, so please invite one or two choirs to join your school in song if possible.

## Virtual Choir Guide

### How To:

- Please confirm the participation of your school with Gabrielle Guillon ([gguillon@cpf.ca](mailto:gguillon@cpf.ca)).
- Form a choir at your elementary school. The choir could be part of the school's music program, an FSL class, or be formed as a lunch-hour or after-school activity! The choice is up to your school.
- Invite a neighbouring choir from a local Francophone school to learn the song; AND/OR
- Invite a seniors'/community choir from your community to learn the song.
- When ready invite all choirs to sing together and we will either film you or you will film yourselves singing the song (depending on the location of the school).

### Timeline:

Schools will receive the lyrics, along with a voice and instrumental track **beginning of September**.

The filming should take place as soon as you are ready but no later than **February 15th 2019**.

A video of the Virtual Choir will be available for all to watch by **the end of March 2019**.

Please contact Gabrielle Guillon [gguillon@cpf.ca](mailto:gguillon@cpf.ca) or 514-979-8426 for any other questions.

# Quebec School Curriculum

## The Call for Integrated Sex Education in Quebec School Curriculum: An On-going Issue

By: Carol Meindl

In 2018, Doug Ford, newly elected Premier of Ontario, as one of his first acts in his position, scrapped the Ontario sex-ed curriculum. The reformed curriculum had been introduced in 2015. The last time it had been reformed and updated was 1998. In Quebec, there are similar calls for reconsidering and withdrawing the piloted Sexuality Education curriculum introduced in 2017. It was the first sex education introduced into the curriculum since 2007, when its predecessor had been dropped. What is everyone so afraid of?

In 1946, five physicians sat on the early Quebec Federation of Home and School Associations Health Committee. They implemented uniform medical examinations such as TB tests and X-rays. Hearing, speech, vision-testing and dental exams were often done in the school with the help of the Home and School volunteers. The Committee created nutrition programs and were advocates for the introduction of sex education in the school curriculum<sup>1</sup>.

As early as 1949 Home and School was advocating for well-integrated programs of sex-education:

*The Home and School Associations of Quebec believe that a well-integrated program of sex education, under specially trained persons, should be included in the curriculum of Quebec Schools at appropriate age levels. We recommend to the Protestant Committee of the Council of Education that serious consideration be given this matter<sup>2</sup>.*

The Board of Directors, at the October 23, 1965 meeting, convened a panel discussion on the topic and resolved the following;

*... that a Committee of Federation be formed to promote the study of the introduction of sex education as part of the school curriculum. That duly interested parties such as parents, educators, Family Life representatives and other interested bodies be invited to sit on such a committee in order to determine the ways and means of teaching this subject; and that this committee*

*consider the necessary training and qualifications required for teaching personnel so involved.*

It was felt that sex education should take place in schools because it was becoming increasingly apparent that the home was not doing the job and it was not the Church's role to hand down rules.<sup>3</sup>

In 1965, the Sex Education Committee was formed and in 1967 prepared a report to bring to the 1968 Annual General Meeting for consideration. It is interesting how, even in 1967, the need for such a curriculum was clearly understood as well as the sensitivity needed to address issues of personal religion and family values. Here are the thoughts of the Sex Education Committee in 1967 as they presented their report to the membership, more than 50 years ago.

### QUEBEC FEDERATION OF PROTESTANT HOME AND SCHOOL ASSOCIATIONS REPORT OF SEX EDUCATION COMMITTEE

*The term "sex education" as used in the terms of reference has been interpreted by the committee to mean education in which sexual , biological and physiological facts are only disclosed in the full context of human relations. It must be made clear at the outset therefore, that sex education, in our opinion, cannot consist of less than education in Human Relations in which sexual growth is seen as part of the whole growth of the individual and in which basic sexual facts are discussed in the context of the growing boy and girl in their development into manhood and womanhood.*

**Continued on page 13**



1. Marion Daigle, *A History of Achievement* (Quebec Federation of Home and School Associations 2015), page 5.  
 2. *Resolution on Sex Education 1949*, Quebec Federation of Home and School Association Archives Box 10 folder 9  
 3. *Board of Director's Minutes, October 23, 1965*, Quebec Federation of Protestant Home and School Associations Archives, Box 10 folder 4 page 7, Montreal, Quebec



# Tapping the Archives

*...continued from page 12*

*Such education can usefully complement what is taught in the home without in any way diminishing the value of the home or what is therein taught. Such education would increase the students' self-understanding and contribute to his competence in personal relationships.*

*Responsibility, the meaning of freedom and discipline, the development of a sense of self-worth, clarification of present ethics and mores, are all aspects which youth needs to consider and discuss, particularly amid the many pressures and tensions more present today.*

*Such an education would provide students with opportunities to explore principles involved, the attitudes and values held by others and help them learn to recognize and accept that which is valuable and has meaning in their present or future homes.*

*It is important that parents become aware of the subject content and be given opportunities to go over the material presented in parallel with their children.*

## CURRICULUM CONTENT

*As to curriculum, the committee has found difficulty in determining from the programmes carried out elsewhere, which elements are essential and which are peripheral. It recommends that a directorate of human relations at the Department of Education, be immediately instituted with a view to determining a curriculum suitable for Quebec English Protestant Schools.*

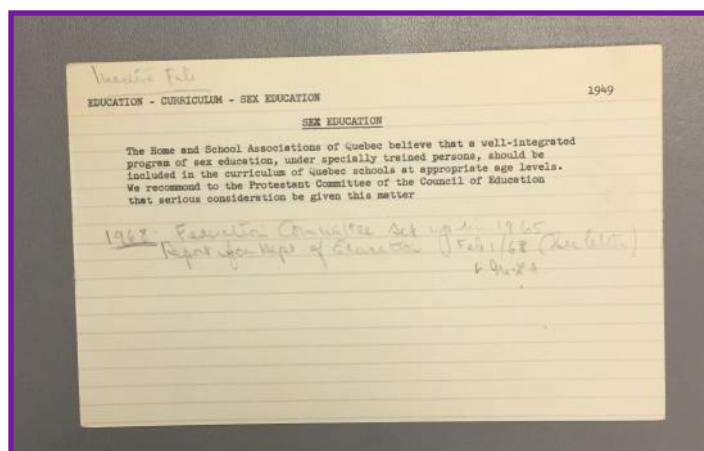
*Note that at this period, the Ministry of Education was only 3 years old, having been established in 1964 with Paul Gérin-Lajoie as its first Minister. The school boards were divided along confessional lines, Catholic and Protestant, and Home and School, as a predominantly protestant social movement, had no influence in catholic schools. In fact, in 1959, when the Federation was incorporated, the name Protestant had been imposed upon it. It was the Quebec Federation of Protestant Home and School Associations until 1996 when Supplementary Letters Patent were granted to formally delete the word Protestant from the preamble of the Constitution. To continue...*

*The following indicates some of the contents the committee would expect in such a curriculum.*

*The essential requirement is to provide a way for the child or adolescent to learn implications of emotional and physical changes before or at the time they are taking place, in an easy understanding atmosphere free from conflict and tension. In the elementary schools, desirable attitudes may be related to improved health practices. IN addition to hygiene, areas of practical learning could include the understanding of the reproductive process, personal understanding, living with others and adjusting to adolescence. It is important to secure the active interest and cooperation of the other members of the school staff, as well as the parents.*

*What should be taught varies with the grade, as does how much time can be devoted to the subject. Some attention should be paid to the subject as early as kindergarten and some regular periods for discussion are required in all grades to the end of elementary school.*

**Continued on page 14.**



# Quebec School Curriculum Continued

*In view of the different rates of development of, and physiological differences between males and females in grades V, VI and VII, separation of the sexes is desirable.*

## HIGH SCHOOLS

*In the High schools, teenagers are searching to learn how to adjust to their physical and emotional changes, how to cope with social pressures, how to establish relationships outside the family. And how to find their place in their own generation. They are searching for a sense of identity, a sense of purpose, and to establish for themselves attainable levels of aspiration. They are seeking terms of reference for the decisions they will have to make and will want to develop their own attitudes towards the moral, religious or traditional view towards the findings of the behavioral sciences and towards the view that holds "tomorrow will look after itself"*

*It is recommended that the group discussion method be used which is one of facilitating the formation and development of ideas, rather than one of imposing them from outside. It is one requiring sensitivity on the part of the teacher to catch the delicate nuances of the words of the students. Only rarely will there be occasion for formal lecture and never for examinations, tests, or written tasks. As before, a relaxed and informal atmosphere, free from anxiety, is required in which self-consciousness will disappear and an attempt can be made.*

- 1. To analyze together the attitude and group of attitudes.*
- 2. To relate one person to another and to society*
- 3. To encourage strong positive attitudes towards life and*
- 4. To encourage such virtues as honesty, courtesy, and loyalty.*

*Mores, ethics, and values cannot be avoided in such a course, in fact they are at the heart of the subject. Care must be taken that any teachings in the class be in consonance with those of the families and of the community from which the children come.*

*Those matters which are generally called religious and which are capable of honest differences of opinion—matters of theology and dogma or matters of faith—must not be taught with an intent to persuade or convince, but if presented, must be truthful and impartial. It will be practical on occasion to refer the questioner to an appropriate authority such as rabbi, priest or minister.*

*There were considered reflections on religious accommodation, even in 1967.*

*Aids to discussion such as movies, and talks, could be used to stimulate discussion on, for example, dating, "going steady", the distinction between love and infatuation and the responsibilities of marriage and parenthood. The understanding of emotion and interpersonal relationships should be stressed.*

*In the earlier grades of high school, where there is still a discrepancy in the rate and stage of development between the sexes, classes should be segregated as to sex, but there is great advantage in at least the last two years of high school in mixed classes to encourage comfort in such discussions in mixed company.*

## TEACHER QUALIFICATIONS

*Although the term teacher is used throughout this report, it must be understood that the process to be used, more than in any other case, is that of developing an understanding which comes from the student alone. The process is not authoritarian, but rather integrative.*

*The teacher must possess self-confidence and be capable of good rapport with the students. Sensitive to their interests, self-consciousness, uncertainty and reservation, etc., are unacceptable characteristics.*

*The teacher must know the physical, emotional, social and intellectual needs of the group with which he is working. A teacher must be mentally healthy and should have an excellent teaching record.*

**Continued on page 15**



*Continued from page 14*

*In the beginning years, while the curriculum is being developed, teachers exhibiting the characteristics required could be introduced to the function of "Human Relations Teacher" through workshops, seminars and other specialized training. Other candidates could be selected from the staff of suitable organizations such as Mental Hygiene Institute or Family Life Education Council, the Marriage Counselling Service, all of Montreal. A screening for the selection of teachers is required.*

*It is recommended that there be instituted Human Relations Departments at teaching training institutions for the training of all teachers, with a view to choosing those who have the characteristics required for specialization. While it is recommended that such education be included in the curriculum as soon as possible, it may be desirable for individual schools to introduce programmes extra-curricularly, on the authority of the local school board or their local Home and School association. In such cases extreme care must be exercised in the selection of qualified teachers and in reaching full understanding with both staff and parents as to the content of curriculum.*

#### SEX EDUCATION COMMITTEE MEMBERS

*Mrs. Mary Kucharsky, Chairman*

*DR. M. J. Poser, Secretary*

*Mrs. Dorothy Barrier, Executive Director, Marriage Counselling Centre*

*Mr. G. K. Wright, Former Principal, Town of Mont Royal Home and School Association*

*Mr. G. H. Merrill, Principal, Lower Canada College*

*Mrs. Marion Walsh, Family Life Education Council*

*Dr. J. Nash, Psychologist, McGill University & Montreal Children's Hospital*

*Mr. R. Cumming Former Principal, Chomedey Polyvalent High School*

*Mr. W.W. Walls, Former Principal, Thomas H. Bowes Elementary School*

*Dr. Max Garfinkel, Centre for Psychological Services*

*The members of the Quebec Federation of Home and School Associations Moral and Religious Education Committee would continue to address this issue in Resolution 1983.07<sup>4</sup>:*

*BE IT RESOLVED that Quebec Federation of Home and School Associations inform the Ministry of Education that it supports the retention of the Moral and Religious course of study, which includes the module on human sexuality, prepared by the Protestant Education Services Committee of the Ministry of Education and approved by the Protestant Committee of the Superior Council of Education, and*

*BE IT FURTHER RESOLVED that Quebec Federation of Home and School Associations inform the Ministry of Education that it supports the parents' right of exemption from Moral and Religious Education under terms of the Charter of Human Rights and Freedoms*

And, again, in Resolution 2001.02 Human Sexuality

*THERE FORE BE IT RESOLVED that the Quebec Federation of Home and School Associations urge the Ministry of Education and the school boards to facilitate this learning (Human Sexuality) in a gradual manner by providing age-appropriate materials for all school cycles.*

By 2008, the Minister of Education, Leisure and Sport introduced Ethics and Religion, the course that replaced Moral and Religious Education. And here we are, 10 years later, 2018 and, Sexuality Education, the curriculum introduced in 2017, is facing resistance from some corners.

The world continues to change, and mature: LBGTQ, questions of consent, sexting, on-line pornography, to name a few of the more recent developments, need to be addressed and our education system ought and must keep up. It is a matter of health for our children. If parents and schools don't address it, social media will.

4. Memo from Resolutions Committee to all local Home and School Association, Area Councils and Board of Directors, March 11, 1983 Quebec Federation of Home and School Association Archives (Box 10 folder 9) Montreal, Quebec

# NEXTschool Summer Institute

## Making the Pitch to Teachers

By: Carol Meindl

Many of our Home and School parents were privy to the NEXTschool presentation made by Michael Canuel and Noel Burke at last year's Fall Conference. They were so well received, they got a standing ovation from the parents. Parents are clearly ready for the change needed in high school education in Quebec.

On July 30, 31 and August 1, it was the teachers' turn to hear the "good news" Michael, Noel and the rest of the NEXTschool team brought in the prophets: Luke Summich, Justin Reich and Alan November to enlighten the teachers, each with their own perspective.

	MONDAY	TUESDAY	BIG WED	THURSDAY	FRIDAY
18	9:00 - 9:15		15min		
27	9:15 - 10:05	65min	65min	65min	65min
41	10:05 - 10:45	40min	90min	40min	40min
25	10:45 - 11:10	Interval	Interval	Interval	Interval
41	11:10 - 11:55		60min (11:10 - 12:10)		
40	11:55 - 12:55	105min	40min (11:05 - 12:55)	105min	105min
41	12:55 - 1:40	Lunch	Lunch	Lunch	Lunch
47	1:40 - 2:50	90min	75min	90min	90min
23	2:50 - 3:10		Assembly 15min		

### Day 1

Luke Summich came all the way from New Zealand, where he is the Leader of Learning at Ormiston Junior College (OJC), a school founded in 2016 with a mission: "To guarantee that every learner engages in innovative and personalized world-class learning." The timetable the OJC staff and students follow is very different from what we are accustomed to in Quebec and is affectionately known as the 'TARDIS'. Time at this school is set-up with a simple framework that both Learning Coaches and Learners can use to maximize their learning in the areas where they need support or need to extend.



Luke Summich, New Zealand

The four colours on the TARDIS schedule reflect how each time-period during the day is spent:

- 1. MAC & Kainga**

that each learner is supported by a Mentor & Advising Learning Coach (MAC) who knows them and their family well.

**2. Whanau Ora** time ensures that the well-being of each learner is supported and developed. Tween and Teen neuroscience tells us that young brains function and learn best when they engage in some form of physical activity and exercise daily. OJC learners choose a sport and activity options each term to keep them active, encourage them to try new things, get out of their comfort zone and develop resilience and grit.

**3. Literacy and Numeracy** learning are core skills that support success in all curriculum areas at Junior and Senior College. Each day OJC learners take part in personalized literacy and numeracy programming that target any gaps the students may have in these areas, pushing them to excel in their existing areas of excellence.

**4. TAIP (Transdisciplinary Authentic Inquiry Project)** time is when each learner covers the New Zealand curriculum and completes the OJC graduate profile assessment badges during their TAIP time. The Learning Coaches ensure that all areas of the curriculum are covered for each learner through learning experiences and expeditions during TAIP time. They then work to drive deeper learning by supporting projects which connect learners' existing knowledge and interests with real world contexts, people, and problems.

*Continued on page 17*

**Continued from page 16**

This all sounded wonderful, and very different from the public-school experience in Quebec, but how to get teachers on board? Summich advised that it is important for everyone to step away from the “What I believe about learning” to explore the “what we believe about learning” and for everyone to start from there. Once they can all agree about what the shared core values are, they can guide the learning to reflect them. In Ormiston Junior College, the students “pitch for their grades”. They know in advance what the core competencies are that they must accomplish, and they devise a project that will address several of them at once. Once the project is complete, they present before their MAC group and explain how by doing this and this, they addressed this competency and that one. If their MAC group disagrees and feels they should have gone a bit further or should have taken a different route, it is discussed in a friendly and professional environment. The student can do additional work to achieve the goals. Summich shared some of the students’ projects that were [videotaped](#), and the value of the projects were impressive. Kids clearly want to work on projects with real value!

Ultimately, the most important factor for the success of this system, according to Summich, is that of relationships: the quality of the relationship between the student and the teacher, the teacher and the family and the teachers with one another.

You can find more information about the Ormiston Junior College in New Zealand at <http://www.ojc.school.nz/>

**See Day 2 of the NEXTschool Summer Institute on Page 18**

## MCGILL CHAMBER ORCHESTRA YOUTH CONCERT 2019

In 2018, The McGill Chamber Orchestra made an offer many Home and Schools parents could not resist. A opportunity for their students to attend a youth concert, Annabelle Cantos, with incredible music, for a discount price. Several schools took them up on their offer and sent their kids to experience an orchestra performance with a fun twist.

The 2018-19 season McGill Chamber Orchestra youth concert will be Daphne the dinosaur on April 11, 2019 at 9:30 & 10:30am at the Oscar Peterson Hall. It is a bilingual concert! The tickets will again be 8\$ and the accompanying adults are still free.

Daphne, a stegosaurus, hatches from her egg and sets out to find her family.

On her journey, she meets other dinosaurs and experiences a storm and dramatic battle, accompanied by the world’s greatest music:

The “Storm” from Beethoven’s 6th Symphony; Strauss’ Also sprach Zarathustra; and music from John Williams’ ET and Jurassic Park. Come sing, learn, laugh and enjoy the superb visuals!

If schools are interested in registering their school for this upcoming concert, they can call representatives of the MCO at 514-487-5190.

Daphnée le dinosaure  
Daphne the dinosaur

Concert jeunesse bilingue / Bilingual youth concert  
11 AVR/APR 2019 - 9:30 & 10:30

Oscar Peterson Hall  
Billets/Tickets: 8\$





# NEXTschool Summer Institute Day 2

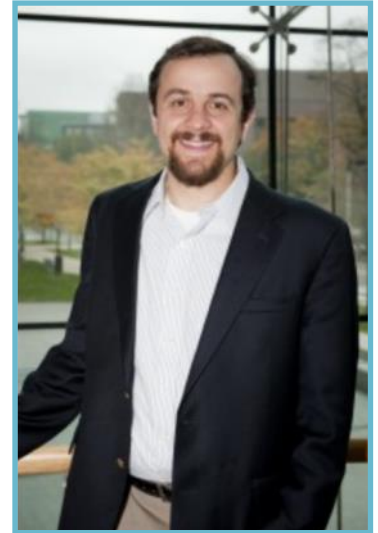
## Peer Learning- Teachers Benefit

By: Carol Meindl

On July 31, the NEXTschool Summer Institute brought Justin Reich, the co-founder of EdTech Teacher. EdTech is a professional learning consultancy devoted to helping teachers leverage technology to create student-centered, inquiry-based learning environments. Reich is also the Director of the Massachusetts Institute of Technology (MIT) Teaching Systems Lab. He had his start teaching wilderness medicine and environmental science, and he later taught Grade 9 World History. In 2003, he became very interested in the implementation of technology in the classroom. As he began to use laptops to teach history, he saw students start to direct their own learning. Now he sees technology as just a tool to adopt to our education goals, not the goal itself. He feels we already spend too much time teaching kids to do things they do not need and not enough time teaching them what they really do need. Students need to be actively engaged in their learning as well as be prepared for their life outside of school. Students need to learn problem solving.

Reich addressed the question of how well teachers can be expected to adapt to this new way of doing things. He strongly suggested starting with a right sized goal, and find ways to address them, through a cycle of experiment, and experience. When asked who had the greatest impact on teaching practice most agreed it was other teachers. When teachers have an opportunity to support peer learning, when they can share the new things they are doing, others can adopt best practices, and the system change accomplishes institutional change. Reich pointed out that schools are curious buildings that have been designed to take adults and separate them from each other. Teachers have very limited time to share what they are doing with each other. Peer observation time should be built into the schedule so that teachers can sit in on one another's classes and learn from each other. In addition, schools are often built on the periphery of towns where land is inexpensive, not downtown, where the community actually lives. Fortunate is the town that has the school still situated at its core.

How do you win over your skeptical and resistant teachers? "Find your Bob", advises Reich. Who is Bob? "Bob" is the one teachers who is most reluctant to make any change or innovation in teaching and if you can convince him to try a few new things, others can look in that direction and say, "Well, if Bob can do it, I guess so can I!" How do you



start a movement? It starts with one passionate person who will inspire others. Schools that really work well are committed to innovation in learning and are confident and secure with the support of their administration. Together they will develop a better learning environment for their students.

This can be accomplished in Quebec in our schools as well. It will just take a long-term commitment and a willingness to measure the progress over a few years to gauge whether it is working, not one year, or one administration. It will take commitment and vision from everyone.





# All About Food



All About Food: Exploring Canada’s Food System is an educational resource geared towards grades 9-12. The All About Food book presents factual information on ‘hot topics’ in agriculture such as food waste, biotechnology and career opportunities.

Hard copies of the French and English resources can be ordered by visiting the website of your respective provincial Agriculture in the Classroom.

A companion website, [allaboutfood.aitc.ca](http://allaboutfood.aitc.ca), extends learning with links to videos, interactive games, and industry websites. Student learning is framed through inquiry questions which promote critical thinking about the variety of topics.



## QFHSA Fall Conference

NOVEMBER 3 2018

KEYNOTE SPEAKER: MARIE WAHBA DIRECTOR OF EDUCATIONAL SERVICES LBPSB

WORKSHOPS CONFIRMED SO FAR:

MONEY BRAINS- ELEVATING OUR CHILDREN'S MONEY QUOTIENT

NEXTSCHOOL- UPDATE

EXECUTIVE WORKSHOPS - FOR NEW EXECUTIVES

UNDERSTANDING TEENS AND SOCIAL MEDIA

**More information coming soon!!**



# QFHSA Summer Student

## QFHSA Bringing Important Matters to the Educational Forefront

By: Sophie Luu

This summer, I got the chance, pleasure and opportunity to work for QFHSA as an archivist assistant. While scanning the minutes of meetings, I was able to catch a glimpse of the continuous work that QFHSA has been doing for the educational landscape in Quebec. QFHSA's involvement with the ministry of education, educational leaders, parents, and the community as a whole seems to be making a positive impact on Quebec's educational programming, its schools, students and parents. The topics discussed in the minutes of board and executive meetings cover a broad spectrum, all equally important in their own right. The few that I will touch on continue to be prevalent topics in education today, and bring educational leaders, parents, and the community together to the forefront for important discussions.

The balance between English and French instruction in Anglophone schools in Quebec was an important issue early on. Discussion surrounding topics in language instruction began in the 1940s at QFHSA and continue to be relevant today. From past meetings, it was noted that the Anglophone community wanted English instruction for their children, but also realized the importance of French instruction, given Quebec's French culture and history. The parents expressed their wishes for their children to receive a solid foundation in the French language so that their children will have sufficient proficiency in French to contribute to and participate in Quebec culture and society. French language instruction always seemed to be a part of the ongoing changes to the Quebec curriculum for Anglophone schools. It is through bilingual language instruction that Quebec students develop bilingual proficiency that not only benefits their language skills but also their communication and social skills.

It is great to know that QFHSA is supporting education committees by calling on the Quebec ministry of education to constantly improve the province's school curriculum, its educational programming and its education system. There have been many curriculum and program changes, and changes to the education system in the past, from creating a balance between English and French language instruction in Anglophone schools to the implementation of CE-GEP colleges in Quebec's education system. Recently, it was announced in Spring 2016 that Quebec's liberal government would be implementing a reform to the province's Secondary III and IV History curriculum that had

been initiated by the previous PQ government. The QFHSA statement called for a more inclusive and truthful History of Quebec and Canada which would include changing the content of the course. It is fantastic that QFHSA is involved with the call for the implementation of changes to the curriculum, the educational programming, and to the education system in Quebec.

QFHSA's awareness for the mental health of students began in the 1940s and has risen to the forefront of discussion topics in education in the recent decades. During the 1940s, QFHSA started to make decisions about the need to offer social services to students and noted that mental health as well as physical well-being have a tremendous impact on students, their education, and their academic journey. I appreciate how QFHSA has always believed that mental health affects the learning process and has taken the initiative to provide social services to students in school across the province.

There is one other thing that I feel is special about QFHSA, and that is how charitable they are. QFHSA donates English books to schools in Quebec who do not have access to such resources. Because of QFHSA's generosity, students will be given the opportunity to have valuable resources at their disposal which would otherwise have not been possible. There is nothing more valuable to a child's reading development than having access to books. So, it's thanks to QFHSA that more children are getting the chance to read books in English where they might not otherwise get the chance.

I would like to say a huge thank you to everyone at QFHSA. Thank you to Carol, Sheila, Marissa, and Marlyn for having me for a short amount of time this summer. Everyone's work and dedication to QFHSA is truly inspiring, and it was a pleasure to be able to work alongside every one of you. Thank you for making my time here a wonderful experience. Your kindness and support were truly appreciated and will never be forgotten.





# McGill Chamber Orchestra

## INDIGENOUS VISIONS & VOICES

*A multimedia project honouring St. Kateri & indigenous artists.*

*Boris Brott, Artistic Director  
Taras Kulish, Executive Director*

This project pays homage to Saint Kateri combining forces with the McGill Chamber Orchestra, Odawa composer Barbara Croall, Mohawk writer Darren Bonaparte, Indigenous Columbian Stage Director Alejandro Ronceria, visual artist Isaac Rayment of MRSV.io who will oversee all the video projections, and the community of Kahnawake. Already supported by the Canada Council for the Arts' New Chapter program, the project will feature the creation of new multimedia orchestral theatre work honouring the life and legacy of Saint Kateri Tekakwitha (b. 1656, d. 1680, Kahnawake), the first indigenous woman to become a Saint.

### WHO WAS SAINT KATERI?

Saint Kateri Tekakwitha, the Lily of the Mohawks, lived more than three centuries ago, but continues to inspire people all over the world today.

She was born in the Mohawk river valley of today's New York State in 1656, when the colonization of the New World was in full swing. The Mohawk and the other nations of the Iroquois Confederacy were allied to the Dutch of New Netherland. In one of their frequent raids on New France, an Algonquin woman was taken captive and adopted by the Mohawk. She married a Mohawk chief and gave birth to two children. Tragically, smallpox struck their village in 1661, claiming the life of this young couple and their younger child. Only their daughter Tekakwitha (De-gah-GWEEta) survived, and she was then taken in and raised by another Mohawk leader. The sickness disfigured her face and damaged her eyes, forcing her to cover her head with a blanket when she went outdoors.

In 1666, the French colony sent an army to destroy the Mohawk villages. The Mohawk were able to escape, and rebuilt their villages the following summer after making peace with New France. Jesuit priests were allowed to establish missions among the Iroquois. On Easter Sunday in 1676, Tekakwitha was baptized with the name Catherine, the Mohawk form of which is Kateri (Ga-dehREE or Ga-deh-LEE.) Her conversion went against the wishes of her adopted father.

In 1677, she left the Mohawk river valley for New France and settled at Kahnawake, a new mission village established across the St. Lawrence river from Montréal. It was at this new village that Kateri devoted her life to Christ and resolved never to marry. She started a sisterhood with two other native women at the mission. Many of the new converts engaged in extreme mortification to share in the cross of Christ, and Kateri was no exception. Her self-inflicted suffering eventually caused her health to collapse, and she died in the order of sanctity in the spring of 1680.

Her story was not to end there, as her survivors began to report apparitions of her. These prophetic visions, as well as the virtues she embodied throughout her life, convinced the priests who knew her that she was a saint. They put her to the test by using her relics to heal people of various illnesses, and by documenting not only the healing, but her life story. Eventually word of this miracle worker of the New World spread around the world. A campaign to have her declared a saint of the Roman Catholic Church began in the late 19th century. Pope John Paul II presided over her Beatification in 1980, and Pope Benedict XVI presided over her Canonization in 2012. Hundreds of Mohawks and other native people made the journey to the Vatican to witness both of these events.

### THE PROJECT

This new work will feature an original orchestral score to be composed by well-known Odawa and Canadian composer, Barbara Croall ([www.barbaracroall.ca](http://www.barbaracroall.ca)) to the libretto of Mohawk writer Darren Bonaparte in close consultation with Kahnawake Elders and community advisors. The libretto will be created in the Mohawk language with consultations from Elders and linguists of the Kahnawake community.

*Continued on page 22*



# McGill Chamber Orchestra Continued

*Continued from page 21*

Indigenous Colombian-Canadian theatre director/dramaturge/choreographer Alejandro Ronceria will serve as a central leading role in bringing all music (orchestral and traditional Mohawk components), theatrical elements (direction, dramaturgy, choreography, staging, stage design, outfits design), and the video and projections mapping and lighting design into a powerfully expressive unity that he is known for with large scale projects.

The title role of Kateri will be portrayed by a rising star Indigenous actress, Kennedy Bomberry. Indigenous performer, Julianne Blackbird will be the featured dancer in this creation.

Key involvement of Mohawk traditional choral singers, outfit designers will also be emphasized in this monumental community-based project.

The featured soloist will be acclaimed Mohawk violin soloist, Tara-Louise Montour, originally from Kahnawake who will perform works which were written for her. The first is a piece by Malcolm Forsyth Trickster Coyote - Lighting Elk and the second is a piece by Réjean Levasseur, Farewell to the Warriors.

This orchestral theatre project will especially serve as an inter-generational and inter-disciplinary engagement and involvement for the Kahnawake community and the Kanien'kehá:ka everywhere, inspiring children, youth, adults, parents, grandparents, and Elders alike—to venerate the memory of Saint Kateri as a guiding example of humility, kindness and strength braided together into one human embodiment of purity, light, and spirit.

Honouring St. Kateri while celebrating Canada's 150th year of confederation also likewise acknowledges the previously ignored roles of Indigenous women of this land (and our murdered and missing Indigenous girls and women) who set an example of courage and peace for all Canadians.

MCO's Indigenous Voices & Visions is one of the two hundred exceptional projects funded through the Canada Council for the Arts' New Chapter program. With this \$35M investment, the Council supports the creation and sharing of the arts in communities across Canada.

The culmination of this project will be two grand performances. The first will be at the Kahnawake Catholic Church (1 River Rd, Kahnawake, QC J0L 1B0) on October 19, 2018 with tickets ranging \$22-\$35, and the second performance will be on October 20, 2018 at the Église St-Jean Baptiste (4237 Henri Julien Ave, Montreal, QC H2W 1E5) with tickets ranging \$20-\$75. QFSA has 4 complimentary tickets. Contact [info@qfhsa.org](mailto:info@qfhsa.org) to enter the draw.

For more information please visit the MCO website: [www.orchestre.ca](http://www.orchestre.ca) or call 514-487-5190

## About the McGill Chamber Orchestra

The McGill Chamber Orchestra is celebrating its 79th year as a professional ensemble. Today, the MCO is one of the most established chamber ensembles in Canada and presents a yearly series of eight concerts in prestigious halls, an education series as well as several out-of-series events and performances throughout Montreal and surrounding areas.

The Orchestra has toured widely presenting concerts in 17 countries on five continents to great critical acclaim. The MCO also recorded extensively for CBC Records and Analekta, and appeared regularly on radio and television for CBC and Radio-Canada. Maestro Boris Brott is the orchestra's Artistic Director and conductor since 2000.





Participate in LEARN's first [Community Service Learning](#) day, the place where Design Thinking and Community Engagement meet. Community Service Learning projects allow students to address authentic needs in their community while meeting curricular goals.

On October 5th, teachers, consultants and community partners will participate in the Design Thinking process to improve our knowledge and skills that support a student-centred focus on planning which empowers students of all ages to address authentic needs in their classroom, school and community.

You will leave the day with tools, connections and inspiration to engage students in areas such as:

- student voice and advocacy
- celebrating local history and heritage
- thinking global, acting local
- healthy minds, healthy bodies

Join us on **Friday, October 5<sup>th</sup>** from 9:30-3pm at LEARN (2030 Dagenais Ouest, Laval, QC).

[Click here](#) to register

For more information contact Ben at [bloomer@learnquebec.ca](mailto:bloomer@learnquebec.ca)





## WHERE IS MY SCHOOL?

Disappointed that your school is not in the Focus on the Locals section? Please talk to your Home and School members and submit the wonderful things your association is doing to [news@qfhsa.org](mailto:news@qfhsa.org) for our next issue in December 2018.



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## QFHSA NEWS

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## Advertising with QFHSA NEWS

Our QFHSA NEWS Advertising Rate Kit is available for 2018-2019. Please send inquiries to [news@qfhsa.org](mailto:news@qfhsa.org). The QFHSA NEWS is an excellent way to reach over 5,000 Quebec families! Our next deadline is November 2 with the NEWS published in December