



ANNUAL REPORT
2017-2018

LEADING THE WAY





91 Professional Development sessions & workshops

The Art OF COLLABORATION
LEADERS ARE OPEN TO FEEDBACK/SUGGESTIONS FROM "HANDS ON" PEOPLE
CLEAR INSTRUCTIONS FROM THE LEADER
↳ & SPECIFIC
↳ & RELEVANT
START/STATE THE VISION/GOAL/EXPECTATIONS



1273 Activities supported by partners in CLC schools





4176
Quebec
educators
supported



2641
Tutoring
appointments



TEACH. LEARN. HELP.
learnquebec.ca

TABLE OF CONTENTS

ABOUT US	4
VISION, MISSION, VALUES	6
MESSAGE FROM THE CEO	7
MESSAGE FROM THE CHAIRMAN	8
LEARN'S PROVINCIAL NETWORK	9
PEDAGOGICAL SERVICES TEAM	10
VIRTUAL CAMPUS TEAM	32
PROVINCIAL RESOURCE TEAM	39
COMMUNICATIONS	50
OUR IMPACT	57
THANK YOU	63





ABOUT US



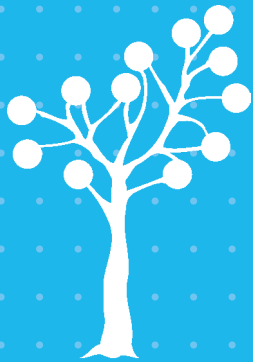
LEARN is a non-profit educational organization that offers, at no charge, a wealth of information and resources for the English-speaking community in Quebec. Building on the merger of three organizations in July 2005, **LEARN** has developed a variety of resources.

LEARN is a driving force for educational innovation and practice. **LEARN** brings together the expertise and efforts of educators, students, parents and partners in our community to cultivate success for all learners. We help people learn and are the most innovative driving force for educational innovation and practice in Quebec.

We serve the educational lifelong learning needs of the English-speaking community in Quebec in line with government priorities. **LEARN** offers all students who are eligible to attend English schools in Quebec supplemental and complementary educational services and learning resources to support staying in school and academic success.

VISION:

To be the most innovative and collaborative educational organization for the English-speaking community of Quebec.



MISSION:

To serve the educational lifelong learning needs of the English-speaking community in Quebec and contribute to student success and community vitality.



VALUES:

Expertise
Knowledge building
Collaboration
Innovation



MESSAGE FROM THE CEO

CEO Message – August 2018

In 2017-18, **LEARN** completed its 13th full year of service to the English educational community of Quebec and it is with pride and assurance that I can assert that as an organization we have more than fulfilled our mandate and expectations. A couple of years earlier, we undertook a strategy to re-position **LEARN** more in the mainstream of educational activity and not to be peripheral to it. To that end, we provided a more targeted series of services and resources including the re-vamped after-school tutorial program which personalized the service and incorporated a follow-up reporting system. Feedback from parents and students validated the effectiveness and value of this service. In addition, our Virtual Campus team added, for the first time, Self-Paced Blended Learning courses to students who do not have regular and consistent Internet connectivity. **LEARN's** Pedagogical Services team was called on to work directly with teachers and students across the entire province and in every school board. They supported teachers in all of the subject domains, led the way with Open Creative Spaces, and coordinated with educational partners to deliver leading-edge professional learning. The Provincial Resource Team accented network support and aligned their work closely with the needs of the CLCs everywhere.

In this past school year, the NEXTschool initiative completed the Design Phase, and with the approval of the Directors General, **LEARN** is now engaged in the implementation phase. This project, which is a response to a pressing need to change the way we provide educational services in our high schools, is a community endeavour which is supported by key stakeholders. It is unique and cutting-edge in design and implementation. This view was endorsed

by a number of educational gurus who participated in the NEXTschool Summer Institute. As of September 2018, there are seven schools which are the lead schools in this project, and they will be supported by **LEARN** as well as a number of key collaborators including McGill University.

Looking forward, it is essential that **LEARN** continues to maintain a focused and directed approach to serving the community and our students in particular. I wish to conclude by thanking **LEARN's** Chair, who will be stepping aside in December 2018, for his unwavering support, insight and advice. In addition, I would be remiss if I did not acknowledge the dedication, passion, and hard work of the **LEARN** team. I look forward with great excitement to what the coming year has to offer and invite one and all to join us on this exhilarating adventure.

Michael Canuel, Ed. D.



MESSAGE FROM THE CHAIRMAN



The school year 2017-18 represented the last year of the Canada-Quebec Entente funding and to assure that there would be a continuity of services and resources from **LEARN**, we had to assure that funding would continue. I am pleased to announce that we succeeded in doing so. This entailed certain challenges and included reductions to **LEARN**'s Provincial Resource Team (PRT), however, the organization has responded well, adapted to a new reality and it is moving on.

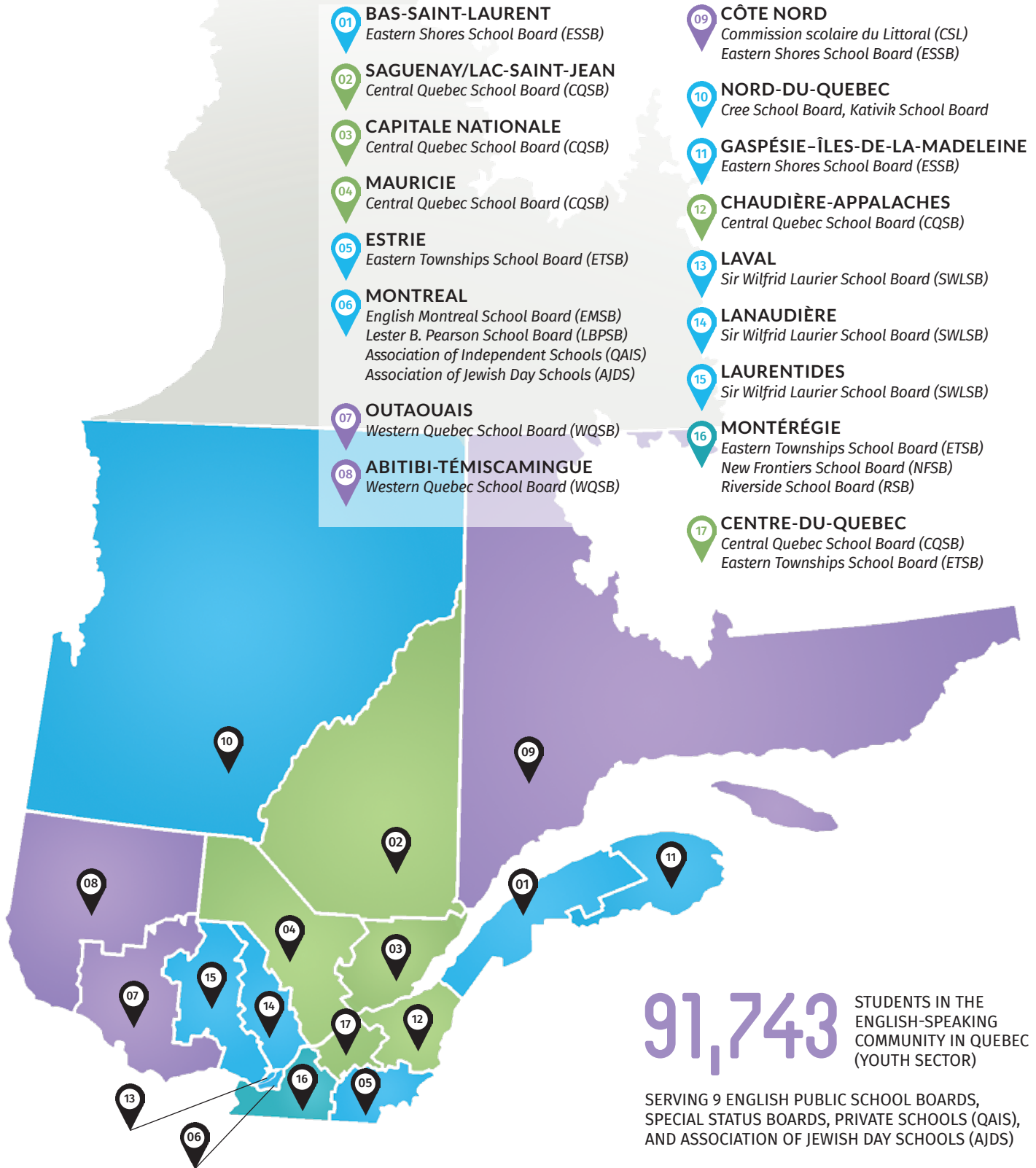
At the beginning of the 2017-18 school year we held a **LEARN** retreat in Gatineau where board members assembled to review organizational performance and to chart out future directions. There was a renewed sense of energy and enthusiasm shared by board members and staff, and more than ever, the future looks promising.

Success is never the result of one individual. On the contrary, it requires commitment and hard work. As Chair, I wish to express my gratitude to the board members who help make **LEARN** the organization it is today, and to the **LEARN** staff who day in and day out support the English educational community of Quebec.

A handwritten signature in blue ink, appearing to read 'Sylvain Racette', with a long horizontal flourish extending to the right.

SYLVAIN RACETTE

LEARN'S PROVINCIAL NETWORK – QUEBEC



91,743 STUDENTS IN THE ENGLISH-SPEAKING COMMUNITY IN QUEBEC (YOUTH SECTOR)

SERVING 9 ENGLISH PUBLIC SCHOOL BOARDS, SPECIAL STATUS BOARDS, PRIVATE SCHOOLS (QAIS), AND ASSOCIATION OF JEWISH DAY SCHOOLS (AJDS)



PEDAGOGICAL
SERVICES TEAM
(PST)



PEDAGOGICAL SERVICES TEAM

A total of 91 Professional Learning sessions were offered reaching more than 4176 participants this school year. To date, our workshops and sessions were held at the **LEARN** office, in schools and school boards (SWLSB, EMSB, LBPSB, WQSB, NFSB, ETSB, QAIS) as well as local events. Our team also presented at a number of provincial conferences, including RECIT FCC, Colloque pour la persévérance et la réussite scolaires chez premiers peuples, CCI 2017, QPAT, LCEEQ, AQEFLS, and AQUOPS.

CONFERENCES



BRIAN SILVERMAN AND ARTEMIS PAPERT GENEROUSLY PROVIDED THE KEYNOTE ADDRESS.

RemixEd Camp 2017

On Saturday, September 30th, **LEARN** partnered with EdCamp Montreal and Concordia University for the 3rd installment of RemixEd Camp (Ed Camp format), an unconference by educators for educators.

LEARN's Pop-Up makerspace was set up and offered a full day of making to the attendees. Educators and kids joined us in tinkering, making, discussing, and collaborating. We also hosted a Teacher Smash whereby participants had 60 seconds to present an approach or tool and its pedagogical value.

Article published in École branchée: <https://ecolebranchee.com/2017/10/10/turtleart-arts-programmation-entremelent/>

CCI Conference

DEEN Synergy Committee, Sir Wilfrid Laurier School Board, Lester B. Pearson School Board & **LEARN** were proud to co-host the 1st annual Joint Educational Technology Conference on October 30, 2017 at Laval Junior Academy. The goal of the conference was to provide teachers with Professional Development in Educational Technology that situates students as co-constructors of their own learning.



LEARN'S INTERACTIVE PLAYGROUND



C'est un atelier clair et pertinent, et ça nous donne des outils concrets pour enseigner l'interaction. Le site et les plans de leçons sont aussi très bien faits.

Sessions offered:

- ✓ LEARN's Interactive Playground
- ✓ Interagir, c'est beaucoup plus que parler
Read what teachers had to say about the workshop:
 - « Une présentation bien construite et intéressante. J'ai beaucoup aimé et j'ai des outils concrets à la clé ! »
 - « Très bon atelier. Pertinent et plein de ressources déjà utilisables. »
 - « Excellent atelier. Très utile, pensé pour une salle de classe. Dynamique et instructif. Merci pour votre travail. »
 - « Merci! C'est un atelier clair et pertinent, et ça nous donne des outils concrets pour enseigner l'interaction. Le site et les plans de leçons sont aussi très bien faits. Merci pour votre travail exceptionnel ! »
 - « Très concret ! Bien expliqué et les activités proposées vont beaucoup m'aider en salle de classe ! »
- ✓ Fostering a Maker Mindset: Engaging Diverse Learners through Creative Spaces in Schools
- ✓ Documents in Social Science: Locate, Analyze, Question and Share
- ✓ Fostering Student Voice through Blogs, Podcasts and Websites

QPAT Conference

Sessions offered:

- ✓ CSL - *Projects that make a positive difference in the community* (Pre-Conference workshop)
- ✓ POP-UP Makerspace at *Spotlight on the Arts*
- ✓ Interagir, c'est beaucoup plus que parler
- ✓ LEARN's Interactive Playground in conjunction with EdTech team (All day Friday, space provided by QPAT)

RÉCIT National Conference

Imprimante 3D, électronique, découpe laser et vinyl, brodeuse numérique, fraiseuse numérique, robots de toutes sortes, Makey makey... voilà des outils permettant de mettre sa créativité (pensée design), sa compétence à résoudre des problèmes, sa persévérance, son habilité à collaborer... à l'œuvre!

Les participants ont vécu (avec quelques-uns de ces outils) une expérience de ce que nous nommons pour l'instant l'« Espace créatif » (LEARN a nommé ça "Open creative space"). Un projet en développement pour créer un tel espace dans un milieu ainsi que les fondements de cette approche ont été présentés (STEAM : Science, Technology, Engineering, Art, Mathematics).



1



3



2



4



5



5



6

1. AND 2. INTERAGIR, C'EST BEAUCOUP PLUS QUE PARLER. 3. DOCUMENTS IN SOCIAL SCIENCE: LOCATE, ANALYZE, QUESTION AND SHARE. 4 AND 5. QPAT CONFERENCE. 6. AND 7. RÉCIT NATIONAL CONFERENCE.



Atelier présenté par une CP et par des enseignantes qui ont testé les stratégies en question avec leurs élèves et peuvent parler d'expérience. Beaucoup de ressources offertes, activités pertinentes.

Session Offered:

- ✓ Espace créatif, c'est quoi? Ça se vit comment?
- ✓ <https://recit.qc.ca/nouvelle/formation-conjointe-collaborative-recit-ressources-a-profusion/>

LCEEQ Conference

- ✓ **Interagir, c'est beaucoup plus que parler**

Comments:

"Very useful."

"Atelier qui offre des stratégies aux enseignants afin d'améliorer leur enseignement de l'interaction orale en classe. Atelier présenté par une CP et par des enseignantes qui ont testé les stratégies en question avec leurs élèves et peuvent parler d'expérience. Beaucoup de ressources offertes, activités pertinentes. Un des trop rares ateliers en français. "

"Very helpful, got a lot of news resources."

- ✓ **The Historical Thinking Classroom**

Comments:

"The explanations and hands-on activities made it a valuable learning experience."

"New ways to teach history & help students."

AQUOPS Conference

L'Association Québécoise des Utilisateurs de l'Ordinateur au Primaire et au Secondaire (AQUOPS) annual conference held in Quebec City on March 27-28, 2018.

Session offered:

- ✓ Espace créatif ouvert, ça peut être quoi pour vous ?

AQEFLS Conference

L'association québécoise des enseignants de français langue seconde annual conference held in Dorval on April 12-13, 2018.

Sessions offered:

- ✓ Le savoir-être dans un espace créatif – Le laboratoire ouvert pour l'apprentissage de tous Les Makerspaces, les fab labs et les laboratoires ouverts vous intriguent? Il n'y a pas de meilleure façon de vous rapprocher du mouvement Maker qu'en le vivant vous-même! Les espaces créatifs ouverts offrent aux élèves des situations d'apprentissage authentiques leur permettant de développer leurs connaissances et compétences de façon créative.
- ✓ Interagir, c'est beaucoup plus que parler.
- ✓ Conférence : Accent Québec-lancement
- ✓ **Cartographe**: Une manière amusante de contextualiser les compétences de lecture et de production de vos élèves !



1., 2. AND 3. AQUOPS CONFERENCE. 4. AND 5. LAUNCH OF ACCENT-QUEBEC. 6. AND 7. AQEFLS CONFERENCE

✔ AQEFLS presentation:

Commentaires:

« Vraiment super intéressant »

« Merci beaucoup, c'était plaisant »

« Merci pour votre enthousiasme, Julie, bonne continuation :) »

« Très intéressant (x2) »

PEDAGOGICAL RESOURCES AND SUPPORT



30 DAYS OF ARTS POSTER

DEEN Sub-Committees

Attendance at meetings and support related to specific projects and links to the community

- ▶ Language Network (ELA and FLS)
- ▶ MAST
- ▶ MAD2
- ▶ Social Sciences
- ▶ Personal Development
- ▶ DEEN-CARE

ARTS EDUCATION



SPOTLIGHT ON THE ARTS

In collaboration with the DEEN Arts table members (MAD2) we launched the 30 Days of Arts poster as well as the Art30 kit, in order to encourage daily artistic activity in elementary school learners. The kit features a challenge sheet for each participant, a class tally sheet for teachers, as well as accompanying instructions on how to hold a class-wide or school-wide Art challenge. This year we have translated the kit and will have it available in French as well. We will be piloting the kit in both languages in schools in the 2018-2019 school year.

<https://www.learnquebec.ca/30daysart>

Based on the many requests we have received, the two posters are being reprinted for distribution in hard copy in schools and centres across Quebec.

Spotlight on the Arts

Every year, LEARN is an active partner in the Spotlight on the Arts, an effervescent art event for educators in the four arts subjects held during the QPAT conference. Our team participated as MC and Round Table discussion facilitators and held a Pop-up Makerspace during the event which took place on November 23rd from 4pm-8pm during the QPAT conference.

LANGUAGES

ELA

The ELA section of the **LEARN** website offers tools that focus on authentic opportunities for students to write, talk, and produce text/media for a specific audience. The ELA section offers professional learning resources, teaching tools and links to curriculum documents.

Consultants collaborated with English-Language Arts Network on ACE Initiative-Intergenerational Arts-Community-Education (ACE) webinar. A webinar on successful inter-generational projects to inspire educators and artists took place on May 29.

PD session at CCI Conference: Fostering student voice through blogs, websites and podcasts.

FLS

- ✔ Enseigner, l'interaction orale au secondaire : Interagir, c'est beaucoup plus que parler

Teachers and pedagogical consultants from SWLSB and LEARN's FLS consultant worked to develop video capsules, a bank of lessons, tools and resources to support the teaching of the *Interagir en français* competency in secondary classrooms. The project was funded through a PDIG in 2015-2017 and is based on an adaptation and translation of *Academic Conversations* by Zwiers and Crawford, with permission of the authors. The video capsules and resources are available on the **LEARN** website so that they can be used across the province.

PD sessions were offered by the project team and were very well received. Sessions so far:

- ▶ Presentation to FLS consultants at the Language Network. As a result, EMSB FLS consultants have provided PD sessions to their teachers using the materials provided on the website.
 - ▶ CCI Conference.
 - ▶ QPAT.
 - ▶ LCEEQ and AQEFLS.
- ✔ À la RE-découverte de **LEARN**
Ateliers aux journées pédagogiques régionales de EMSB (13 et 27 octobre) aux enseignants de FLS au secondaire.
 - ✔ PDIG support in FLS
 - ▶ LBPSB - La planification à rebours (approche actionnelle en FLS, understanding by design and deep learning in curriculum planning)
 - ▶ LBPSB - La compétence interculturelle en FLS (how to integrate it into the classroom)
 - ▶ SWLSB - WOTP and FLS (creating learning activities and resources adapted for FLS in the context of WOTP).



4e edition forums pédagogiques - March 22 at UQAM

This event, held at UQAM on March 22nd, 2018, was co-organized in collaboration with **LEARN** and Canadian Parents for French-Projet-Québec & Nunavut, AQEFLS, ACPI and UQAM. It provided an opportunity for FLS educators in the English sector, First Nations schools, and FLS pre-service teachers to meet face to face and exchange on pedagogical practices.

Commentaires:

- « Très belle expérience, je reviens l'année prochaine. »
- « J'ai beaucoup apprécié pouvoir rencontrer tout ce monde. Merci ! »
- « Pour moi, ce fut un moment exceptionnel pour faire du réseautage. Je suis consciente qu'il n'y a pas eu autant de monde que prévu, mais la qualité des interactions ainsi que des retombées n'est pas négligeable. Merci et certes, je serai au prochain ! »
- « Faire un rappel la veille, se donner des cartes d'affaires. »

Colloque des finissants des baccalauréats en éducation de l'Université de Montréal - 26 avril

<https://fse.umontreal.ca/etudes-de-1er-cycle/colloque-des-finissants/>

Partenariat avec l'UdeM: <https://fse.umontreal.ca/etudes-de-1er-cycle/colloque-des-finissants/partenaires/>

Remise d'un prix - Affiche sur le blogue de **LEARN** : Écrire à la manière d'un auteur ! Une approche pour la production écrite en FLS : <https://blogs.learnquebec.ca/wordpress-mu/blog/2018/05/ecrire-a-la-maniere-dun-auteur/>

Developmental Literacy Continuum

The Developmental Literacy Continuum (DLC) is a formative assessment tool for teachers. Students can be plotted on a continuum to situate where they are in their literacy development (determining their zone of

proximal development) in three strands of language learning: Reading, Writing and Talking (also the 3 strands of the Quebec Education Program in English and French). A paper guide describes the phases of development as well as the individual indicators. These descriptors are in the online version as well. The guide also provides teaching strategies for teachers to help in the planning of further teaching once a student is situated within the continuum.

New section on the **LEARN** website to support the implementation of the DLC: <https://www.learnquebec.ca/dlc-home>

Training sessions and support were provided at the following schools as well as ongoing support to the network of users:

- ▶ SWLSB, Grenville Elementary School – school-wide implementation with ongoing training and support in formative assessment and curricular planning based on DLC data.
- ▶ SWLSB, Grenville Elementary School - using DLC for I.E.P. planning.
- ▶ Riverside School Board - Sessions in January, March and April to train resource teachers on using the DLC for modified students at primary.
- ▶ Riverside School Board - Secondary resource teachers intro to formative assessment and the DLC.
- ▶ Riverside School Board - 2 School Board “Language” classes using DLC.
- ▶ Riverside School Board - St. Johns School, using DLC to monitor developmental progress of 1 student (unique case), ongoing support and training being provided to staff.

Presentation to RREALS consultant group on UDL and the DLC in collaboration with the RÉCIT des langues, Quebec City on October 25th.

PERSONAL DEVELOPMENT

Ethics and Religious Culture

The teacher stories published again this year continue to help teachers by offering various ways to approach teaching ERC in our schools. Three new stories were posted and announced in social media Fall of 2018 at: <https://www.learnquebec.ca/ercteacherstories>

Pinterest boards were set up by provincial consultants to gather video collection resources for ERC.

Sex Education

Website updates with new resources were provided by consultants and pilot teachers. <https://www.learnquebec.ca/sex-education1>

Physical Education and Health

Updated resources, MEES information, and addition of new Video Collections sections. <https://www.learnquebec.ca/physical-education-health>

MATHEMATICS, SCIENCE AND TECHNOLOGY

In addition to the STEAM initiative, work was done in the following areas:

MAST - DEEN sub-committee

MAST has been discussing alternative means of evaluation, moving away from summative exams, to a more progressive formative assessment. Sample assessment is being prepared for 2018-2019 school year.

MST Resources

Curation of science and technology resources from STIC and Le centre de développement pédagogique pour la formation générale en science et technologie to house on **LEARN**'s website. Vetting of materials in conjunction with MST consultants and teachers.

Social Media

Frequent posting of relevant MST materials, resources, communities, and networks on Twitter @LEARNquebec and Facebook.

LEARN Blog

Several posts on MST from our community.

Website Development

Updating MST **LEARN** website with relevant pedagogical materials, for example simple/complex machine lesson plans and targeted STEAM lesson plans. Ongoing testing of STEAM-related tools and software, such as micro-controllers, robots, apps, and devices.

PDIG and Professional Learning for Teachers

- ✔ Support was provided to SWLSB teachers on Science in Kindergarten project.
- ✔ STEAM-oriented hands-on challenges were developed and piloted in the classroom with several teachers and consultants from Edgewater Elementary of LBPSB. The challenges were targeted to areas of electricity in grades 4 and 5.
- ✔ Mining Matters offered a workshop hosted by **LEARN** on December 13th, 2017. Elementary and High School educators teaching rocks and minerals are introduced to the Mining Matters kit and resources to better expose their students to this topic.
- ✔ Provided a workshop on STEAM education to pre-service teachers at McGill University.

PRESCHOOL EDUCATION



STEAM IN KINDERGARTEN



PRESCHOOL COMPETENCY VIDEO

STEAM in Kindergarten

In collaboration with 3 teachers from Sir Wilfrid Laurier School Board and Professor Sheryl Gilman-Smith from McGill's Education department, the P.S.T. have been working to develop a maker mindset approach to STEAM that is compatible with the preschool education program and pedagogical approach. The action research project took place from October 2017 to June 2018. Both the research/experimentation process and the classroom practices tried were documented with text, audio, video and photos. The teacher and student resources created by the team have been collected. Currently, the results are being collated in "story form". The final objective is the development of a STEAM in Kindergarten workshop, support site pages and related dissemination strategies that will allow teachers to experience and implement this preschool approach.

Participant comments:

"I'm an experienced teacher. I've been teaching kindergarten for 20 years, but this experience is taking me out of my comfort zone. We're really stretching ourselves."

"Since starting this, I'm constantly reflecting in my day to day practice. It has made me question and analyze what I'm doing."

"I'm learning about kids in another way."

"As a teacher, you have to value this [play], see it as important. It's not 'just playing'. We must not see "real learning" as sitting down, putting something on paper, looking at a text book, writing in an exercise book or on sheets. This type of exploration [they are doing] is what engineers do! This is REAL learning."

Preschool Website - Work in progress

- ▶ **Preschool: competency 1 videos** still need to be posted. They reside on the RECIT Présoilaire site and cannot be physically migrated due to permissions. Their organization on the RÉCIT site does not conform to how they had been previously re-purposed and linked to the QEP on our site. A technical solution needs to be found. See example of desired finished product for the placement we are aiming for: <https://www.learnquebec.ca/language-development>
- ▶ The **Special Needs section of the Preschool Web site** is now complete and functional with the exception of some resource links for Competency (above videos).



SOCIAL SCIENCES

Financial Education

Support page of resources for teachers:

<https://www.learnquebec.ca/finedu>

- ✔ **Edufin** Materials: Teacher guides, PowerPoint presentations, and student workbooks adapted materials produced by the RECIT Unvers Social, UTQR and others. Ten chapter topics were completed in Spring 2018. Three more chapters are scheduled for Sept. 2018.
- ✔ Resources curated into section according to the “financial issues” in the program.
- ✔ MEES documents section with access to programs, frameworks, etc.
- ✔ Twitter feed of extra resources as #fineduLEARN.
- ✔ Webinar with Brian Smith of CFEE.org archived on **LEARN** site.

History of Quebec and Canada (Secondary)

Learning and Evaluation Resources:

- ✔ 8 new **LEARN** document collections or RECITUS student tasks with document collections https://www.learnquebec.ca/histquecan_resources
 - ✔ Historical Thinking and Evaluation section <https://www.learnquebec.ca/evaluationstrategies-sechistory>
 - “Badges” translated and adapted from RECITUS.
 - LCEEQ workshop on Historical Thinking.
 - 13 RECITUS practice evaluations and document packages.
- "Education-histoire" online community for Secondary 3 and 4 teachers:
<https://education-histoire.quebec>
- ✔ Managing curation of English resources.

- ✓ English registration form and managing new English registrations. Teacher training sessions on Historical Document collections, Cartograf, Historical Thinking, new History programs, and evaluation strategies:
- ✓ EMSB regional PED day in Montreal
- ✓ CCI conference in Laval
- ✓ LCEEQ in Laval
- ✓ Adult Ed DBE workshop in Feb 2018 in Lachine
- ✓ Adult ED History teachers at EMSB April 13 in Montreal
- ✓ FSL teachers on Cartograf at AQFLS conference in Dorval

ELEMENTARY SOCIAL SCIENCES

The materials and strategies published on the Societies and Territories web site <https://societies.learnquebec.ca> to provide support for the *Elementary Geography, History and Citizenship Education* program.

- ✓ Cycle 3 SMARTBoard Tools on Canada/World 1905 and 1980.
- ✓ Grade 6 SMARTBoard Tools on 20th Century & Quiet Revolution.
- ✓ Chronos Timeline game Cycle 2 and 3, for review of key players and events.
- ✓ Virtual Reality task (RECITUS) comparing Inca and Iroquois.
- ✓ Three Societies Card game: identify, categorize, and connect facts.
- ✓ Glossary of words used in above. Available now for other uses on site.
- ✓ Image galleries and organized "program content" texts were updated throughout the site.

SPECIAL NEEDS

Updates were made to the Special Needs section of the website related to including assistive technology in the classroom. Support was provided to the anglophone RECIT network on admissible adaptations for MEES evaluations with respect to technology.

Tele-practice

Pilot project with ESSB and CSB providing tele-practice sessions and professional development. Preliminary reports suggest that this has helped the students involved in developing better classroom strategies as well as providing teachers of the students involved with helpful approaches. A year-end report prepared by the Montreal Fluency Centre was submitted to the ACES Committee.

Project continued this year to provide service to those students who started last year. New students were added only where those from last year were not continuing.

Participating School Boards/Schools:

- Eastern Shores School Board
- Cree School Board: James Bay Eeyou School

Universal Design for Learning

Workshop to members of SNNAP on the CAST UDL Guidelines and Principals

Assistive Technology

"Assistive technology and the Writing Process" presentation to CARE committee members

**RÉCIT/ICT
SUPPORT**

The LEARN-RÉCIT resource team has been providing support to the local anglophone sector RÉCITs (9 local RÉCITs, 2 FGA and 1 Vocational Training) in the area of ICTs to support teaching practices. The support included in person and online meetings throughout the year, to share practices and develop expertise. Different collaborative initiatives took place, for example the Balado Web project with EMSB. A bigger dossier included workshops and training on the development of the Open Creative Spaces mindset and the integration of STEAM activities in schools.

Provincial collaboration with the National RÉCIT resource teams has been ongoing in order to share projects being done in both the French and English sectors. Several in-person meetings took place throughout the year, including the return of the formation conjointe et collaborative: a three day convention for all local and provincial RÉCITs. Our contribution this year to the provincial team has been sharing the Literacy Continuum in ESL and working with the Math-Science RÉCIT to share the work being done on Open Creative Spaces in the English sector.

Micro:bit Pilot

Planning has begun on a 2018-2019 pilot project integrating the Micro:bit into the science classroom. Five classrooms (grade 5 to 7) will be selected to pilot the integration, and Kids Code Jeunesse will generously supply the Micro:bit micro-controllers. LEARN, LBPSB and SWLSB consultants will provide the support for the integration of the tool into the classroom. The pilot is set to begin in August 2018.

OPEN CREATIVE SPACE/ STEAM INITIATIVE

Visit our Open Creative Space blog at ocs.learnquebec.ca



What a fantastic day! I learned a great deal and felt like a student again. This is what learning should feel like. I let all of the information I gathered digest and I feel inspired to try out some of the things with my students next week. I can't wait for them to build their own art bot! I also love the links and resources made available by LEARN in case I may forget any of the activities or look for further suggestions. Thank you to such a dedicated and hardworking team for making this day a success.

– OCS DAYS AT LEARN



OCS DAY MARCH 2018 LEARN

Open Creative Space Days at LEARN

We have continued our research and reflection on how best to increase student engagement in school, as it has been closely linked with academic achievement and students' perceptions of their ability to succeed. Based on the success of past years' days, we once again hosted our Open Creative Space days at the **LEARN** office beginning on September 15th, 2017. Our last OCS Day of the school year was held on April 27th, 2018. In each of these self-driven, yet highly engaging days, between 20-30 participants came together to work on projects and to learn about available and accessible materials and books, with professional accompaniment by the **LEARN** team. The hands-on, immersive experience gave participants the chance to engage in the process of making and tinkering, with access to resources, tools, ideas and to meet like-minded people from across the community interested in STEAM education. Ultimately reflective, OCS days lead to deep professional learning and self-discovery as an educator. OCS days garnered participants from LBPSB, EMSB, CQSB, RSB, QAIS, SWLSB, NFSB, WQSB, RECIT, and community partners.

The OCS days in 2017-2018 were:

- ▶ September 15th, 2017
- ▶ October 13th, 2017
- ▶ December 8th, 2017
- ▶ January 26th, 2018
- ▶ March 16th, 2018
- ▶ April 27th, 2018

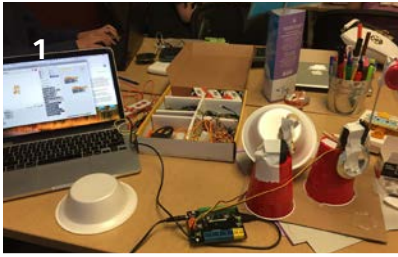
Pop-Up Makerspaces

Pop-Up Makerspaces were held at:

- ▶ RemixEd
- ▶ CCI
- ▶ Spotlight on the Arts
- ▶ QPAT
- ▶ CRC Robotics Competition at Laval Senior
- ▶ SWLSB
- ▶ The Priory School
- ▶ WQSB
- ▶ AQFLS
- ▶ AQUOPS

OCS Presents - Thematic Workshops

Based on requests from community members, we collaborated with partners from Vitrine Technologique and Kids Code Jeunesse to offer free workshops on specific creative tech tools for schools. In the spirit of our learning-by-doing motto, the workshops focused on hands-on, discovery learning with peer support.



1. BLOCK PROGRAMMING LEARNSHOP. 2. AND 3. eTEXTILE. 4. AND 5. OPEN CREATIVE SPACES.



"I just would like to thank you for the great Block Programming LEARNshop we had last Friday. It was super informative I really liked the way you had us explore different resources and discover the potential on every tool. It was a real 'learning by doing' experience!"

– OCS, BLOCK PROGRAMMING DAY, MAY 25TH

Sessions offered:

- ▶ OCS presents Raspberry Pi in the Classroom on September 22nd, 2017.
- ▶ OCS presents Raspberry Pi in the Classroom February 23rd, 2018.
- ▶ OCS presents Block Programming **LEARN**shop on May 25th, 2018.
- ▶ Collaboration with CEGEP Marie Victorin for their eTextile institute in June 2018, a 2-day session was developed and offered in French and also to be offered in English to our community.

Support to schools

Schools engaged in the STEAM movement, or ready for their own Makerspace have benefited from targeted support from the **LEARN** team. These schools have received whole-staff workshops, follow-up PD and in-class innovation support.

- ▶ Grenville Elementary Makerspace PDIG.
- ▶ Edgewater Elementary – Makerspace development and Electricity Project (Deep Learning at LBPSB).
- ▶ Piloting the development and implementation of two makerspaces within the WOTP programs at Massey Vanier High School and Billings High School.
- ▶ Merton Elementary school - Makerspace development and support.
- ▶ MAST DEEN-subcommittee supporting consultants with integrating STEAM.

Maker Mindset Foundation Sessions

The **LEARN** team continued providing PD to teachers with a series of workshops in schools to bring the maker mindset directly to teachers and staff during the 2017-2018 school year.



Thanks for a fantastic class! The students loved it! It was really fun to see how they tackled the problem from many different directions and ended up having success in their own way. Feedback from the students was positive across the board. They are definitely up for a second round of challenges! Thank you to LEARN, Chris and Christine for making this learning opportunity happen!

– STEAM CHALLENGES AT
MACDONALD HIGH SCHOOL,
LBPSB

Schools visited:

- ▶ Pierre de Coubertin, EMSB
- ▶ Elizabeth Ballantyne, EMSB
- ▶ Merton Elementary, EMSB
- ▶ John Paul I, EMSB
- ▶ Grenville Elementary, SWL
- ▶ Massey Vanier High School, ETSB
- ▶ St-Charles Elementary, LBPSB
- ▶ North Star Academy
- ▶ Forest Hill Elementary, LBPSB
- ▶ Other visits are being planned for 2018-2019

STEAM Challenges

The purpose of the STEAM Challenges is to make Science, Technology, Engineering, Arts, and Math more accessible for students through learning-by-doing, professional learning for educators, and fostering collaboration with community. The challenges give students exposure to the Maker Mindset as well as some basic skills, which open the door to more substantive student-driven making down the road. A number of new STEAM Challenges were created and posted on the Open Creative Space website.

Classroom visits this year:

- ▶ Edgewater Elementary, LBPSB – STEAM challenges and support for Electricity project
- ▶ St-Willibrord, NFSB
- ▶ Honoré Mercier, EMSB
- ▶ PET Elementary, EMSB
- ▶ Riverdale HS, LBPSB
- ▶ HS Billings, NFSB
- ▶ Massey Vanier High School, ETSB
- ▶ MacDonald High School, LBPSB
- ▶ Laval Junior Academy, SWLSB
- ▶ Dr. Wilbert Keon, WQSB
- ▶ Pontiac High, WQSB
- ▶ Riverdale High School, LBPSB
- ▶ Souvenir Elementary, SWLSB
- ▶ Currently scheduling visits to schools in EMSB, WQSB, LSB, CQSB, LBPSB, ETSB

OCS in High School Setting

We developed hands-on STEAM workshops targeted for High School students that can happen within the 50 to 70 minute timetable. Laval Jr Academy (SWLSB), Dr. Wilbert Keon and Pontiac High (WQSB), and MacDonald High School (LBPSB) were among the schools visited.

WOTP (Work Oriented Training Pathway) Workshops were developed.

Worked with WOTP teachers and students on STEAM education at Dr. Keon, Pontiac High, Billings and Massey-Vanier High School. These students love hands-on workshops, and achieved success easily.

Articles about our work:

<https://ecolebranchee.com/2017/10/03/apprendre-jouant-chez-learn-quebec/>

COMMUNITY SERVICE LEARNING

Community Service Learning is a teaching strategy that helps students to acquire academic and social education goals while meeting an authentic community need. CSL projects are great ways to support student success, student engagement and active citizenship (as well as a school's MESA goals). They can also serve as a meaningful way to build or strengthen relationships between school(s) and community. A number of schools in the CLC Network have been engaging in CSL project for many years. Our goal is to share examples and provide resources across the Anglophone sector.

LEARN has launched expanded project planning templates and resources in English and French. There is a particular emphasis on the incorporation of student voice in developing Community Service Learning projects. A CSL section of the **LEARN** website was recently developed to share tools, resources and stories of success.

New section: <https://www.learnquebec.ca/csl>

PD activities in 2017-2018 to date:

- ✓ In October 2017, a Community Service Learning consultant at **LEARN** offered three workshops to the EMSB on their regional PED DAYS. Each session had about 15-18 teachers participating.
- ✓ In November 2017, a QPAT preconference session was held for 12 teachers from the EMSB, SWLSB, CQSB and the Association of Jewish Day Schools.
- ✓ In April 2018, a presentation was made at the AQEFLS conference entitled *La voix des élèves dans les projets d'écriture authentique d'éducation à la réconciliation*.
- ✓ In May 2018, we hosted an online Garden Forum to learn about the development of a School-Community Garden while sharing best practices and questions. We were joined by McGill PHD candidate Mitchell McLaren.

PROVINCIAL LICENSES FOR DIGITAL RESOURCES

LEARN holds provincial licenses and provides access to the following digital content for all teachers, students and educators in the anglophone sector:

Curio.ca, NFB Campus, Bookflix.



curio.ca



BookFLIX

LEARN IS A RECOGNIZED LEADER
IN THE FIELD OF EDUCATIONAL INNOVATION.
THROUGH COLLABORATIVE WORK WE
HELP MAKE A DIFFERENCE IN EDUCATION
FOR THE ENGLISH-SPEAKING
COMMUNITY ACROSS QUEBEC.



PUBLICATIONS

LEARN Blog

Here are some of the articles that were posted

- ▶ Think like a Historian: The Intellectual Operations Master Kit
 - ▶ Preparing Students for an Ever-Changing Workforce
 - ▶ Animals in School? Fostering empathy through civic engagement
 - ▶ Interagir, oui. Mais comment ?
 - ▶ The Many Voices of an EdCamp
 - ▶ Who Needs Kindness? The role of kindness in schools
 - ▶ Music, Memory and Making the Most of Earworms
 - ▶ Sphere of Influence: The role of Science and Technology consultants
 - ▶ STEAMing up Learning: Robotics heats up at Laval Senior
 - ▶ Teacher Appreciation Series (3 posts)
 - ▶ Avoir le courage d'être vulnérable
 - ▶ A blast from the past or back to the future? Vestige du passé ou retour vers le futur?
 - ▶ Écrire à la manière d'un auteur! Une approche pour la production écrite en FLS
 - ▶ The Power of Our Words: Dismantling the Fixed Mindset Redux
- Visit the LEARN blog to see the full list of articles**
<https://blogs.learnquebec.ca/wordpress-mu>



LEARNING LANDSCAPES

Learning Landscapes

The new LEARNING Landscapes website was launched. The move to a platform specifically designed for open access journals has not only given LEARNING Landscapes a more updated look but, more importantly, it includes features that enable articles to be more easily shared and read in our community.

Learning Landscapes website: www.learninglandscapes.ca

The 20th issue of LEARNING Landscapes Fostering Health and Well-being in Education was published in July 2017 and launched at the beginning of the school year. The issue features 24 articles and 65 authors, with many local, national and international contributors at all stages in their education careers.

The 21st issue, titled Teaching With Technology: Pedagogical Possibilities and Practicalities was published in January 2018.

As of July 2018, we will have published our 22nd journal issue, titled Teaching and Learning With Stories.

PARTNERSHIPS AND COLLABORATION

- ✔ Collaboration with Concordia University's Milieux Institute digital fabrication research project and LEARN's Open Creative Space/STEAM Initiative.
- ✔ Literacy Toolkit/EPEARL and ELM – with Concordia University's Centre for the Study of Learning and Performance.

- ✔ Telepractice Pilot Project offering speech and language therapy to students in a secure online environment with MOSD and the Montreal Fluency Centre.
- ✔ Collaboration with Kairos Canada on Education for Reconciliation dossier.
- ✔ Collaboration with the RÉCIT des langues and the RÉCIT MST on professional development.
- ✔ Collaboration with the English-Language Arts Network's ACE Initiative.
- ✔ Collaboration with Canadian Parents for French, LBPSB, and le Commissariat aux langues officielles to develop Accent Quebec Directory.
- ✔ Support for online learning to the Cree School Board.
- ✔ Collaboration with Kids Code Jeunesse, Vitrine technologie-éducation, Helios Makerspace, and Vestechpro on several Open Creative Space projects.
- ✔ Collaboration with Canadian Parents for French - projet Québec & Nunavut for the Concours provincial d'art oratoire.
- ✔ Collaboration with l'Université de Montréal au colloque l'école de demain s'affiche des finissants des baccalauréats en éducation.

Featured project:

Accent Quebec Directory Project

The goal of this initiative is to support cultural enrichment and bilingualism by hosting a repertory of activities and recreational resources, and cultural activities that are available in French to the English-speaking community (teachers, parents and community members) of Quebec. This project was developed in partnership with **LEARN**, CPF, LBPSB, and le Commissariat aux langues officielles. The directory was launched at the AQEFLS conference on April 13th, 2018.

COMMUNITY HOSTING

LEARN currently hosts websites and supports online collaborative spaces for the following initiatives:

- ▶ FACET Website
- ▶ WOTP Website
- ▶ ALDI Website and blog
- ▶ GOAL Website and GOAL POST publication
- ▶ PÉLIQ-AN Website
- ▶ Direction Lecture/Reading in Mind Website
- ▶ DEEN LES
- ▶ IAP-PAI Information Access Site
- ▶ Intensive ESL/Histoire Site
- ▶ Intensive ESL Blog
- ▶ Site "Special Needs in Kindergarten" – site developed in collaboration with the MEES Preschool committee
- ▶ Providing online collaborative platforms for the Pan-Canadian ROSE project with Bishops University
- ▶ Accent Québec
- ▶ Updated Inquiry Process and Digital Citizenship sites launched in June 2018

VIRTUAL CAMPUS TEAM (VCT)



DELIVERY OF ONLINE OPPORTUNITIES

ONLINE CLASSES

Through our Virtual Campus, **LEARN** continues to offer daytime online classes to English School Boards and **LEARN** partners within Quebec. We are presently able to provide advanced Math and Science, as well as Music programs, to students in many urban, rural, and remote areas. The objective and focus has continued to be “student success and helping students achieve their full potential.”

Our goals are:

- ✔ To be responsive to students’ needs through online classes and tutoring.
- ✔ To bridge the gap and level the playing field, to assure that quality services are provided to all students who would otherwise not be able to access these courses within their own schools and communities.
- ✔ To allow students to remain within their communities, and acquire the appropriate secondary educational options needed to graduate successfully, and access post-secondary opportunities in the future.

LEARN Course Offerings 2017/2018:

LEARN COURSE	NUMBER OF GROUPS
Math SN4	3 Real-Time
Math SN5	2 Real-Time and 1 Self-Paced Blended
Chemistry	2 Real-Time and 1 Self-Paced Blended
Physics	2 Real-time and 1 Self-Paced Blended
Science & Technology 4	1 Real-Time
Science & the Environment	1 Real-Time
Music (guitar and Piano)	1 Piano

Real-Time Blended Courses

- ▶ Offered online in a real-time environment (using web conferencing technology), for students and their teacher.
- ▶ Teachers flip their classes, using both real-time instruction and asynchronous delivery, to enhance the learning process with a blended approach.
- ▶ Content is often presented in an asynchronous manner using VoiceThread, which allows for instructional delivery but also for interaction – students can comment on the material, ask questions, and add their thoughts and ideas.
- ▶ During class time, teachers have flipped their roles from information deliverer to facilitator, supporting students when they need their teacher the most – for completing assignments, exercises, activities, practical applications, and exam preparation. They worked individually as well as in groups.



Weekly meetings keep us on track and they are available almost all the time when we need them.

If I ever have any difficulty, my teacher is always available by email and meeting weekly helps to ensure that I'm understanding the material and keeping up with my work. I've loved working through LEARN online this year for chemistry and honestly wish I was doing more of my classes online!

I was struggling near the middle of the year and we've had a few discussions about it, which helped set me back on track.

My teacher has been great she always makes sure I understand the concept of our lessons and always makes sure I'm doing the best work I can. She wants me to succeed at the highest level I can.

Whenever I felt stressed she was always there to answer my questions. If I didn't understand a question she would make a VT for me or meet with me in Zenlive. She made tutoring accessible for me. Gave me extra help when I needed it. If I couldn't attend my usual class she would let me come to another class.

In my opinion, incredibly, online teachers are so much more present, so much more connected with their students, than offline teachers.

I have had a lot of online time with the teacher and it has helped me improve in math quite a bit. I am very proud of my work!

– ONLINE STUDENT, THE STUDENT MEETING (ONE-ON-ONE SUPPORT)

Computer Science:

Students taking at least four credits of online courses, receive two credits for Computer Science at the secondary 4 and 5 levels. Within the online courses, students learn numerous online and technological skills, and are assessed for the competencies they acquire.

Self-Paced Blended Courses

- ▶ Developed as an alternative for students who, for a number of reasons (scheduling issues, time zone restrictions, and connectivity problems) could not access real-time online courses.
 - ▶ Offered in an asynchronous format with scheduled real-time support.
 - ▶ Math SN5, Chemistry, and Physics have been developed and offered this year.
 - ▶ Science of the Environment 4, Math SN4, and Psychology have been developed during this school year for potential delivery in 2018-2019.
 - ▶ Self-paced courses work best with students who have auto-regulatory skills and are highly motivated.
- ✔ In 2017-2018, CQSB, ESSB, Littoral, WQSB, AEEEQ and the Cree SB participated in the above mentioned Real-Time and Self-Paced courses.
 - ✔ A needs assessment survey for 2018-2019 was sent to all English secondary schools in mid-April. Course offerings and potential future development are based on the identified needs from the survey.
- Our Virtual Campus provides the following for schools and students:**
- ✔ Qualified subject experts for course development and instruction. Through access to ongoing professional learning, our teachers have developed instructional strategies and techniques that allow them to:
 - ▶ Interact with and carefully monitor students' progress and needs within the online environment.
 - ▶ Create innovative and engaging activities, discussions and authentic experiences for instruction and learning.
 - ▶ Use engaging 21st century tools and activities, which prepare students with skills to become autonomous, competent, creative and responsive citizens.
 - ▶ Develop teacher-student relationships through facilitation and communication.
 - ▶ Implement blended instructional methods.
 - ▶ Develop learning communities within the classroom, where students feel comfortable expressing themselves, sharing their work and accomplishments, working collaboratively and learning from their peers through group activities and events such as our Twitter chat (#LQchat).
 - ▶ Provide online opportunities that prepare students for post-secondary study.
 - ▶ Provide equal opportunities for ALL students.
 - ▶ Implement an evaluation process that assesses student achievement of all competencies.



My twin daughters both used the generous online tutorial platform with a positive outcome during each and every session. I highly recommend it.

– MR. J. D. ROUMELIOTIS, PARENT

My son was less than enthusiastic to begin having tutoring sessions. The deal was " Just try it once ". After his session with Mr. Gasbarro, he turned to me and said " I'd like to do that again!" It doesn't get any better than that!! We've now signed up for the rest of the school year. Thanks so much!!

– M. J., PARENT

- ▶ Provide individualized assistance during class time, remediation and during tutorial sessions.
- ▶ Participate in research into new and innovative solutions to engage students.
- ✔ Trained instructional designers and developers for the creation of online resources and classrooms.
- ✔ Administrative and support staff who
 - ▶ Communicate with parents and schools, to provide academic feedback, guidance and support.
 - ▶ Plan and implement initial welcome meetings and training for the online environment for each student.
 - ▶ Gather regular feedback through interviews, surveys, and teacher results, to help improve services for online instruction.
 - ▶ Provide technical support for teachers and students during online sessions.

LEARN's online courses offer quality educational services that are aligned with the curriculum. They provide equitable online opportunities for all students while allowing them to remain in their own communities.

TUTORING SERVICE

One of **LEARN's** most popular services again this school year is **LEARN Tutoring**. The service has more than doubled in usage, since last year. Students, in grades 2 to 11, can access this online tutoring and homework help program during the fall/winter session (October through February), and, then again during the spring session (April through to June). Tutoring appointments are scheduled on Monday through Thursday evenings, from 5:00 pm to 8:30 pm (5:00 pm to 7:00 pm for elementary students, and 6:00 pm to 8:30 pm for secondary students). In 2017-2018, **LEARN Tutoring** has been accessed by students in every English school board as well as by students from AJDS and QAIS.

Online Tutoring: STEP-BY-STEP

- ▶ Initial request for tutoring appointment is made from the **LEARN** website (<https://www.learnquebec.ca/tutoring>).
- ▶ Student is offered a 30 minute 1-on-1 appointment with a dedicated, subject expert tutor, who provides individualized assistance.
- ▶ After a student has attended the initial session, he/she (or more often his/her parent) may request additional appointments.
- ▶ Our approach allows for flexibility of scheduling and collaboration with families to provide the best fit for our students.

- ▶ Each week, on Feedback Friday, parents and school staff are provided with feedback on appointments from the past week.
- ▶ Opportunities for Quebec teachers - All **LEARN** tutors are hired from board across the province boards.

VIRTUAL CAMPUS' NEW INITIATIVES

SECTORS	COURSES	TUTORS	ATTENDANCE
Elementary (grades 2 to 6)	English Homework Help and FSL	12 total	From Oct. 2017 to May 25, 2018 Total students registered: 1147 Total Appointments: 5283*
Secondary	All levels of: <ul style="list-style-type: none"> • ELA • History • Math • Science • FSL AND <ul style="list-style-type: none"> • Chemistry • Physics 	23 total	For comparison: From Oct. 2016 to June 14, 2017 Total students registered: 780 Total Appointments: 2024 *An increase of 161% from last school year

Self-paced blended courses

Self-paced blended courses were new for **LEARN** this year. We are successfully offering three courses, and building and/or enhancing four others. A new addition to the lineup is an asynchronous Secondary 4/5 Psychology option. The goal for this course is to offer an option for students whose interests do not lie in math and/or science. We look forward to having students follow this course starting in September 2018.

This year, **LEARN** has started piloting a new tool: Hapara. Hapara works seamlessly with Google Apps to offer teachers greater visibility and access into learners' work and facilitates opportunities for providing feedback, personalization and differentiation.

Over the last two years, **LEARN** has participated in the research and development of a new communication and instructional platform "eSpace". This new web conferencing platform will provide an online solution for instructional, professional learning and communication needs, and replace older outdated solutions. e-Space was rolled out for use with **LEARN's** Summer School in July 2018.



ONLINE SUMMER SCHOOL

Summer School

Due to the growing demand for Summer School opportunities, in July 2018 **LEARN**'s Virtual Campus helped finance and organize an online solution. This venture was made available to the English Community, as an alternative for students who could not attend face-to-face sessions, offered by many of the Boards. Students from eight School Boards participated. The following courses were offered:

A total of 9 teachers from different Boards were hired and trained, and over 100 students attended. To assure quality control, **LEARN** will gather and analyse data. This data will be used to determine the success of the program and expand services for the future. The following courses were offered:

LEARN COURSE	NUMBER OF GROUPS
Math Cycle 1Y1	2
Math Cycle 1Y2	2
Math Cycle 2Y1	2
Math CST Cycle 2Y2	1
Math Bridge Course Cycle 2Y2 CST to SN	1
Science & Technology Cycle 2Y2	1
History Cycle 2Y2	1

OUTCOME

With the growing demand for global learning, and the need for equitable services for all students within Quebec's English Community, **LEARN** continues its quest to research, test and implement innovative educational opportunities for all learners. Our Virtual Campus' mission is to provide a holistic approach to education, ensuring innovative experiences and the learning of skills that will prepare our children for the future.

**TESTIMONIALS
LEARN TUTORING:**



I would like to start by saying how incredible LEARN is. My daughter (who has cerebral palsy) benefited so much from the tutoring program.

– PARENT



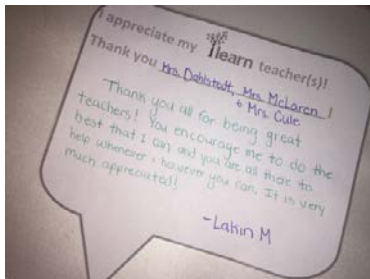
My son received his math results and went from a 58 to an 83. He is much more confident and feels he can handle things on his own again. Thank you for your help and it is great knowing Elijah has a source of help when he needs it. Thanks again.

– PARENT



"[Student] mentioned that she had a test on the material we'd covered last time & got her first ever mark in the 90s!"

**TESTIMONIALS ONLINE COURSES
ALL FEEDBACK FROM OUR STUDENTS:**



ABOVE: FROM REAL-TIME STUDENT AT MECATINA



Left: "You helped us feel comfortable in the online class environment! It was all new to me but thanks to you, I now feel at home!"

REAL-TIME STUDENT IN NORANDA SCHOOL, WQSB



Left: "Thank you for being a GREAT teacher and allowing us to do two things we love: Chemistry and Hockey."

FROM SELF-PACED STUDENTS AND COMPETITIVE HOCKEY PLAYERS, ST. PATRICK'S HIGH SCHOOL, CQSB

PROVINCIAL RESOURCE TEAM CLC INITIATIVE (PRT)



THE PROVINCIAL RESOURCE TEAM (PRT)

For the past 12 years, the Provincial Resource Team (PRT) has supported Community Learning Centres (CLCs) across Quebec by offering a framework for development and implementation, ongoing professional development opportunities and by building inter-sectoral partnerships that foster deep and purposeful collaboration across the network.

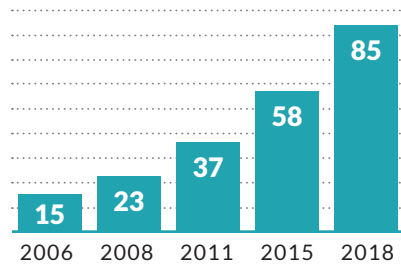
The PRT provides customized support for schools starting a CLC, developing strategic plans, or scaling up – including consultation, facilitation and professional development. By promoting and supporting the adoption of winning strategies (e.g. school readiness programming, community service learning projects, school-community gardens, Education for Reconciliation) the PRT facilitates the development of CLC schools and school board teams to leverage their strengths and overcome challenges related to community development. Through the PRT, Community Development Agents (CDAs) are alerted to potential partnerships, programming, PD and funding opportunities offered by a wide range of provincial/regional stakeholders and have access to monitoring and evaluation tools and processes which enable them to make evidence-based decisions.



Given the significant growth in the number of CLC schools and ongoing turnover (HR) within the network, the PRT has strived to maintain its original offers of service to CLCs, while responding to the emergent needs and aspirations (e.g., extended models) of CLCs in advanced stages of development.

CLC NETWORK AT A GLANCE (2017-2018)

GROWTH OF THE CLC NETWORK
(number of schools)



The CLC network currently includes 46 CLCs in 10 school boards, working with 85+ schools and 149 school leaders (school board representatives, principals/vice principals and CDAs). This represents a **467% increase in the number of CLC schools** across the network since the initiative was introduced in 2006.

Currently, the network is made up of **28 single site, 6 multi-site and 12 extended model CLCs** (see definitions below). Each CLC is supported by a Community Development Agent (CDA).

SINGLE-SITE CHARACTERISTICS: one school, one plan/vision, small number of leaders, CDA task boundaries can be flexible without threatening achievement of goals.

MULTI-SITE CHARACTERISTICS: Multiple schools, multiple plans/visions, multiple leaders that work independently from one another, CDA(s) supports largely distinct strategies, activities and goals, can involve multiple MRCs, higher need for CDA task boundaries.

EXTENDED MODEL CHARACTERISTICS: Multiple schools within a shared region/serving the same community (often feeder schools), a single unified plan and vision, shared strategies and activities, many leaders with high need for ongoing collaboration, CDA has a high need for task boundaries.

PRT HIGHLIGHTS 2017-18

Ongoing Professional Development & Support to CLC Network

Professional development represents a significant part of the PRT mandate. Support to the CLC Network of community schools is offered in a variety of ways, based on the growth and evolving needs of the network.

Regional Training Sessions

Replacing the annual network-wide professional development conference, this year the PRT led custom professional development sessions

PRT STATS 2017-2018



NUMBER OF IN-PERSON SITE VISITS TO CLC SCHOOLS



NUMBER OF VIRTUAL MEETINGS/ TRAININGS WITH CLC LEADERS (CDAS, PRINCIPALS)



NUMBER OF MEETINGS (IN-PERSON/VIRTUAL) WITH SCHOOL BOARD REPRESENTATIVES



NUMBER OF LEARNING OPPORTUNITIES OFFERED TO CLC TEAMS



NUMBER OF PARTICIPANTS IN LEARNING OPPORTUNITIES (WEBINARS/WORKSHOPS) ORGANIZED BY THE PRT

with over 185 CLC principals, CDAs and teachers in nine school boards. Designed and developed in collaboration with school board representatives, these sessions resulted in overwhelmingly positive feedback from participants. The following impacts have been reported or observed:

- Increased adoption of featured strategies (e.g., family literacy events);
- Increased collaboration between teachers and CDAs;
- Increased collaboration amongst CLC schools within an extended model (e.g., shared activities among extended sites, teachers have since requested joint pedagogical days);
- Increase in CDA presence at extended sites (e.g., implementation of 'presence plans' developed with PRT), enabling development;
- Improved attitude and sense of teamwork.

"I would love to have this type of Regional event once a year, especially since staff and principals get shuffled around. It was so nice to hear one of my teachers say, 'I think our CDA should be part of our MESA and/or that we should sit down regularly to get her support!' – NFSB CDA

"Ben and his team put together a dynamic and motivating working session that will help us all move forward with our CLC initiatives." – SWLSB School Board Representative

The Amazing Space: CDA Training Event

A two-day training session for CLC Community Development Agents (CDAs) was held at CQSB's Eastern Quebec Learning Centre in October. Six workshops were designed and delivered by the PRT. In addition, there was a keynote presentation by provincial partner, Frontier College, on the topic of Poverty and Literacy. 43 CDAs were in attendance. This unique training opportunity was appreciated by all who attended, many indicating the opportunity to network with fellow CDAs from across the province was a highlight of the session. Read some of the testimonials of this event:

"... thank you all very much for a great conference, I learned a lot. Got to network with new people. Really enjoyed the pod concept. I come home totally exhausted – but with some new ideas I can implement and a renewed confidence that I am going in the right direction." – EMSB CDA

Community Service Learning (CSL)

CSL is a proven teaching strategy the PRT uses to engage teachers and help students acquire subject-specific and cross-curricular competencies while meeting authentic community needs. Since September 2017 the PRT has:

- Worked with over 300 teachers in over 10 school boards (including some teachers of non-CLC schools);
- Developed 5 bilingual project planning tools for teachers in partnership with LEARN's Pedagogical Services Team;
- Worked with the English Language Arts Network (ELAN) to make connections between artists and schools in English communities. Pilot projects were initiated and aligned with the QEP in 6 schools;
- Maintained a blog to share successful CSL projects and inspire educators. The blog has been accessed more than 530 times in the past year.



“Although implementing my project was not possible this year, having a vision enabled some colleagues and I to start looking at diversifying our teaching and tapping in to community resources. It is a good start!” – TEACHER, SWLSB

“We appreciate all the work that is done to help facilitate our CSL projects!”
– TEACHER, NFSB

“We applied to the OSEntreprendre contest and we won locally, and regionally.” – Teacher, LSB

Education for Reconciliation

Education for Reconciliation is a shared dossier between the PRT and LEARN’s pedagogical services team focused on working with schools, communities, and organizations to put useful and culturally appropriate resources in the hands of educators. This year we:

- ✔ Created an Education for Reconciliation webpage on the **LEARN** website - it has had 1017 unique page views since September 2017;
- ✔ Developed a planning tool and guidelines for implementing the Kairos Blanket Exercise in a school setting;
- ✔ Disseminated a bi-monthly newsletter with relevant updates, opportunities and resources for educators and CDAs;
- ✔ Presented workshops/presentations at four separate events (CDA training, Colloque sur la persévérance et la réussite scolaire chez les premiers peuples, LCEEQ Conference, Community Schools National Forum);
- ✔ Built relationships with various community partners including CBC's Turtle Island Reads, Charlene Bearhead & NI-MMIWG, Kairos, Milton-Parc Solidarity, MEES, McConnell Foundation, Indspire, Dawson College, Vanier College.

“The pain many of these first nation people suffered at the hands of our 'peaceful' government is incredible and incredibly sad. There is so much that I did not know; as an educator, I see there is a tremendous amount of work ahead to have this information shared effectually to our non-first nation students. I will need support for this.” – PRINCIPAL, RSB

“The exercise fostered empathy, and emotional reactions including anger and sorrow, by putting all participants in the roles of indigenous people. We all learned more about indigenous histories in Canada and that new understanding, awareness, and empathy, is now part of our perspective that we take into our online classrooms every day.” – LEARN STAFF MEMBER AFTER PARTICIPATING IN THE BLANKET EXERCISE



KAIROS BLANKET EXERCISE

STRATEGIC PLANNING

Over 65% of CLCs are renewing or beginning to develop long-term strategic plans this year (i.e. new Theories of Change - ToC). To facilitate planning processes and outputs, the PRT:

- ✔ Hosted two Q & A sessions with 10 (mostly new) CDAs and two principals;
- ✔ Developed four (4) interactive planning tools and templates designed to facilitate the planning process and provided three (3) online training sessions to CDAs to facilitate uptake;
- ✔ Is developing a bank of common indicators to facilitate planning, monitoring and evaluation.

The PRT also maintains tools for CDAs to track and monitor the progress and development of their CLC. This year, an annual work plan tool was additionally created to highlight three priority outcome areas, capture internal and external stakeholders/partners by outcome area, resources needed, and indicators for success. This tool was adapted by the MEES and used as the School Board reporting tool for December 2017.

COMMUNICATIONS TOOLS AND RESOURCES

The CLC section of the **LEARN** website has been totally revamped and now features a wide range of practical resources for CLC teachers, principals and CDAs. This year, PRT tools and resources received:

- ✔ Over 8000 page views.
- ✔ 100% of CDAs have accessed the online tools and resources from the CDA training in October.
- ✔ The most popular sections:
 - ▶ CDA Resources - 1281 views.
 - ▶ CLC Framework for Development - 307 views.
 - ▶ Community Service Learning - 363 views.
 - ▶ Most Engaging Content (time spent on page):
 - ▶ CDA resources - 6 minutes.
 - ▶ Reporting, Monitoring and Evaluation Resources - average 4.5 minutes/page.
 - ▶ Project-themed pages (incl. CSL, Ed4Rec, Popular Strategies) - average 5 minutes/page.
 - ▶ Disseminated a bi-monthly newsletter with relevant updates, opportunities and resources for educators and CDAs.

To further disseminate effective practices and celebrate best practices and successes that happen in CLC schools and centres across the province, the PRT has created a CLC media page on the **LEARN** web site. The CLC Network Stories have over 500 unique page views (868 total page views).

RESEARCH, MONITORING & EVALUATION

To facilitate the growth and ongoing success of CLCs, the PRT periodically conducts research and captures and disseminates effective practices across the CLC network.

Extended Models

This school year, an emphasis has been placed on extended models – which refers to a growing trend within the network where an established CLC begins working with multiple schools within a region.

The establishment of extended models emerged as a strategy to improve equity across Québec schools wanting access to Community Learning Centres (and CDAs). Since the model was introduced in 2015, school boards have moved forward with the development of extended models in diverse ways.

The PRT is currently concluding case studies of five extended models, with the intention of identifying and disseminating best practices, as well as developing resources and processes to facilitate ongoing and future growth.

Developmental Evaluations

This year, five CLCs are conducting developmental evaluations with support from the PRT. Developmental evaluations may include formative assessment of programs and partnerships but are predominantly focused on identifying areas of growth for the CLC. Reports were finalized in June 2018.

Survey of Schools

Given the release of the MEES's new policy for educational success, which emphasizes the mobilization of community stakeholders, **LEARN** conducted a survey among CLC schools and non-CLC schools to determine to what extent the approach was making a difference and to ultimately make a case for additional funding to the CLC Initiative. Ninety-six principals participated from seven school boards and while the data is not conclusive, survey findings suggest that:

- ✔ Principals of CLC schools are twice as likely to prioritize the mobilization of community stakeholders in Educational Success Projects.
- ✔ Teachers in CLC schools are three times as likely to work with community partners to develop community service learning projects.
- ✔ CLC schools are more than twice as likely to work on an ongoing basis with community partners to deliver services to students and families.
- ✔ In the absence of a CDA, principals/VPs and teachers are the most likely to develop and maintain community partnerships. In these cases, time emerged as the greatest barrier to ongoing efforts.

School Readiness Initiatives

Early childhood programming, for children aged 0-5 years, are a key outcome area for many schools in the CLC Network as it contributes to increased school readiness. The PRT develops and maintains partnerships with national organizations (e.g. Avenir d'enfants, CHSSN), attends networking events, and promotes resources and the sharing of effective practices among the CLC network. This year, we:

- ✔ Created an Early Childhood resource webpage on the **LEARN** website – it has been accessed 131 times since its creation in February 2018.
- ✔ Participated in meetings with school teams and community partners focused on creating and sustaining early childhood programming in their region.
- ✔ Built relationships with organizations and higher education researchers working on school-community early literacy initiatives.

Committee Participation

- ✔ **School Board Representatives Committee**

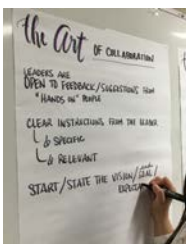
The PRT held four meetings with school board representatives who serve as a planning and advisory group, identifying areas of need (by school board) to the PRT.

- ✔ **CLC Steering Committee**

The PRT met four times this year with the CLC steering committee, comprised of three DGs/ADGs, two representatives from MEES, two representatives from LEARN. The mandate of this committee is to review budgets, reports, communications protocols, operational guidelines and working conditions/job descriptions of PRT members.

“PRT is imperative for the ongoing growth of the CLCs in my board.”

– SCHOOL BOARD REPRESENTATIVE



MOBILIZING & PARTNERING WITH COMMUNITY STAKEHOLDERS

The PRT is uniquely positioned to be an advocate for the CLC Initiative as a whole, enabling all CLCs, schools and school boards to benefit from greater recognition and community support.

The strength of the CLC network is that it has helped to break down traditional silos within both the education and community sectors, bringing English communities, schools and school boards together in support of common objectives: student success and community vitality.

MEETINGS AND INITIATIVES WITH COMMUNITY PARTNERS



Support from the PRT is a valuable resource, especially as there is no PD funding for our CDAs...we don't have the capacity to do community development."

- CLC SCHOOL BOARD REPRESENTATIVE

"Great presentation, LOVE concrete tools!"

- CLC COMMUNITY DEVELOPMENT AGENT

The PRT regularly works with regionally and provincially mandated organizations to offer resources and support to students, parents and CLC school leaders. When working with partners, it is imperative that we share a common goal. This year, the PRT has been fortunate to work with a number of partners, including:

Vanier College

Common Goal: Promote post-secondary education; facilitate transitions

- ✔ Over 100 secondary four and five students from CLC schools participated in two information sessions led by Vanier College intended to help demystify the CEGEP experience.
- ✔ Over 70 parents, from remote communities like Val d'Or to urban centers like Montreal, attended a Facebook Live event where they had the opportunity to learn more about student life at Vanier College, ask questions and take a virtual tour.

Community Health & Social Services Network (CHSSN)

Common Goal: Support school and community-based health initiatives

- ✔ The PRT secured a \$20,000 grant from the CHSSN to support the promotion of school-based mental health initiatives within the CLC network. Thirteen (13) projects were initiated with the goal of helping CLC schools develop or strengthen a school-based mental health initiative with a community partner.
- ✔ The PRT collaborated on an Early Childhood Framework, designed to encourage and inspire English-speaking communities to collaborate with stakeholders in their regions to offer programs and services to children and families.



"Thank you [LEARN] for organizing this!"

" The PRT plays a critical role in communication and advocacy for the CLCs dispersed across the province, keep up the great work!"

– CLC COMMUNITY DEVELOPMENT AGENTS

Youth Employment Services (YES)

Common Goal: Sustainable Development for CLC

Nineteen (19) CDAs in the CLC network participated in workshops led by YES in partnership with the PRT, on the topic of sustainable development. Featured strategies included student-led asset mapping as well as tools to test the viability of programs, associated costs and impact. Resources from the series have been accessed on the **LEARN** website more than 60 times since the workshops as well as featured during regional training sessions.

National Inquiry into Missing & Murdered Indigenous Women & Girls

Common Goals: Develop and disseminate resources for educators

LEARN's Provincial Resource Team (PRT) and Pedagogical Services Team (PST) are working together with indigenous leaders and educators to promote a new education guide called "Their Voices Will Guide Us."

LEARN hosted a virtual event for educators on February 20th featuring students from Pierre Elliott Trudeau Elementary CLC school (WQSB). They made a powerful presentation about missing and murdered indigenous women and girls and shared their aspirations for the future.

Champlain College Saint-Lambert

Common Goal: Lifelong learning opportunities for rural/remote school board staff

The PRT partnered with Champlain College Saint-Lambert to offer two E-Conferences for English-speaking educators working with children with special needs in rural/remote regions of Quebec. This collaboration addressed the learning needs of more than 55 educators who don't normally have access to such professional learning opportunities mostly due to their rural/remote location. Talks are underway to expand this offering in the future.

English Language Arts Network (ELAN)

Common Goals: Student success, Arts & Culture in schools

The PRT is collaborating with ELAN on a two-year project called the ACE Initiative which features (but is not limited to) CLC schools, and is expected to significantly and sustainably increase connections between Quebec's English Arts & Culture sector (organizations & artists) and Community & Education partners in all regions.

2018 COMMUNITY SCHOOLS NETWORK

CLCS AT A GLANCE (2017-18)



SCOPE & SCALE

85 CLC Schools



42 Community Development Agents



7 CLC Technicians

SCHOOL-COMMUNITY PARTNERSHIPS

534

ACTIVE PARTNERSHIPS

PARTNERS MAY BE REPRESENTED MORE THAN ONCE IF WORKING WITH MULTIPLE SCHOOLS

NUMBER OF TIMES PARTNERS & SERVICE PROVIDERS SUPPORTED ACTIVITIES BY

1,242

DEVELOPING AN ACTIVITY



1,442

DELIVERING AN ACTIVITY

1,890

ACTIVITIES SUPPORTED

BY PARTNERS AND SERVICE PROVIDERS



"...education is a collective effort in which the general public must participate...parents and community stakeholders and partners must be mobilized in a spirit of cooperation and accountability."



Ministère de l'Éducation et de l'Enseignement Supérieur (2017)

ACTIVITIES BY OUTCOME AREA

656

Activities targeting Student academic success

799

Activities targeting community involvement in the school

795

Activities targeting student health and wellbeing

FINANCIAL AND IN-KIND CONTRIBUTIONS

\$992,000

ESTIMATED VALUE OF VOLUNTEER HOURS



\$3,580,000

FINANCIAL CONTRIBUTIONS (GRANTS & DONATIONS)



\$302,000

ESTIMATED VALUE OF MATERIAL RESOURCES

\$ 4,875,000 TOTAL ESTIMATED VALUE OF CONTRIBUTIONS



This figure includes \$2,700,000 awarded to Pierre Elliott Trudeau Elementary CLC School (WQSB) for being chosen to become a LAB-École school, as reported in their end of year monitoring submission.

COMMUNICATIONS



HOW DO WE COMMUNICATE WITH OUR COMMUNITIES?

In order to reach our overall communications goals and connect with all our audiences, partners and education professionals, **LEARN** conveys their messages through a multitude of communication channels such as web sites, social media platforms, blogs, brochures, flyers, and a monthly newsletter.

Our tag line - **TEACH, LEARN, HELP** represents the essence of what this organization is all about and identifies with the audiences **LEARN** serves. All our messaging is aligned and consistent across traditional and non-traditional marketing channels and is an integral part of our integrated marketing communications plan.

ONLINE TUTORING with CERTIFIED TEACHERS AT NO CHARGE

MATH
FRENCH
ENGLISH
SCIENCES
HISTORY
AND MORE

learnquebec.ca/tutoring

MORE TOOLS AT NO CHARGE ON OUR SITE

- HOTW TO'S** Step-by-step descriptions of common tasks for students
- SUCCESS CHECKER** Practice tests for High School Students - Cycle 2 to prepare for exams.
- CURIO** Educational videos and audios in French and English
- SCHOLASTIC BOOKFLIX** Online e-books for K through Cycle 2

BACK TO SCHOOL 2017

Get ready for a successful school year. Access services and educational resources at no charge to help you start the school year on the right track!

I WANT TO LEARN!

TEACH. LEARN. HELP.

IT'S BACK TO SCHOOL AND WE'RE READY TO HELP YOU REACH YOUR POTENTIAL!

LEARN provides unique services and resources at no charge for educators, students, parents and community members of the English-speaking community of Quebec.

LEARN about our online services for students and discover a world of educational resources on our newly redesigned website:

www.learnquebec.ca

CONNECT WITH US
f t in

Supporting the (Online) Student as an individual

From the field, welcome!

SummerTime Reads from the LEARN Team

LEARN PROVIDES UNIQUE SERVICES AND RESOURCES AT NO CHARGE

OUR SERVICES

- VIRTUAL CAMPUS**
 - Online Tutoring
 - Summer School
 - Blended Online Classes (Real-Time & Self-Paced Learning)
- PEDAGOGICAL SERVICES TEAM**
 - Develop, support, share resources and provide professional learning opportunities for educators.
 - Develop tools and support the pedagogical integration of educational technologies through our provincial Anglophone RECT network.
- PROVINCIAL RESOURCE TEAM**
 - Support the ongoing development and success of the Community Learning Centre Initiative (CLCI), which includes 85 English language schools/centres across Quebec.

OUR ONLINE RESOURCES

- How To's
- Curated Resources
- Success Checker*
- LEARN Products (Curio.ca, NFI*)
- LEARN blog
- Scholastic BookFlix*
- Open Creative Spaces Initiative and much more!

* Resources can be accessed through our website by logging on with your username and password or through your school board portal. Resources will appear in your personal LEARN page.

Together we can help create an ideal learning environment for all

Expertise
Knowledge-Building
Collaboration
Innovation

Contact us
2030, boul. Dagenais Ouest
Laval, Quebec H7L 5W2
Tel: 450.622.2212
www.learnquebec.ca

WEBSITE

LEARN's website continues to be updated and improved to ensure that our visitors can easily navigate through our site in order to create a seamless web experience.

Our website offers its audiences a full array of educational resources and services which are continually being updated to reflect the growing and evolving needs of the English-speaking community.

237,769 TOTAL WEBSITE SESSIONS
158,520 UNIQUE WEBSITE USERS
689,933 PAGES VIEWED

SOCIAL MEDIA PLATFORM

To help us build our profile, brand awareness and engage our audiences in conversation, our social media presence has been an integral part of our communications efforts this school year. Through the use of Facebook @learnquebec, Twitter @LEARNQuebec, LinkedIn and our YouTube channel we have built relationships with our community. Our audiences' insight is important for us to know what they are looking for and what conversations are happening around our services and resources. Sharing our resources, services, content and events on our social media platforms ensures that our community is quickly informed and that we are extending our brand reach.

FACEBOOK

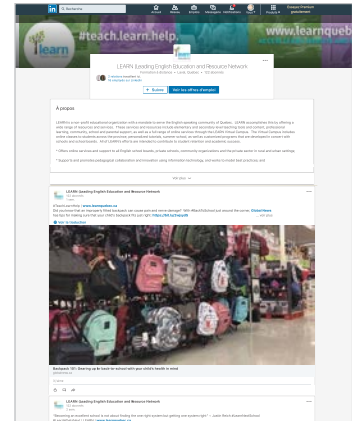
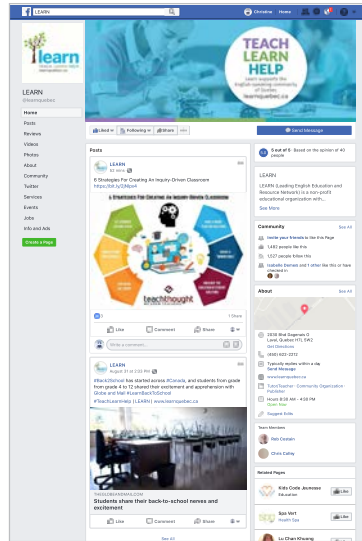
1430 LIKES (UP 46%)
200K+ POST REACH
300K+ PAGE IMPRESSIONS

TWITTER

1804 FOLLOWERS (UP 11%)
175K IMPRESSIONS

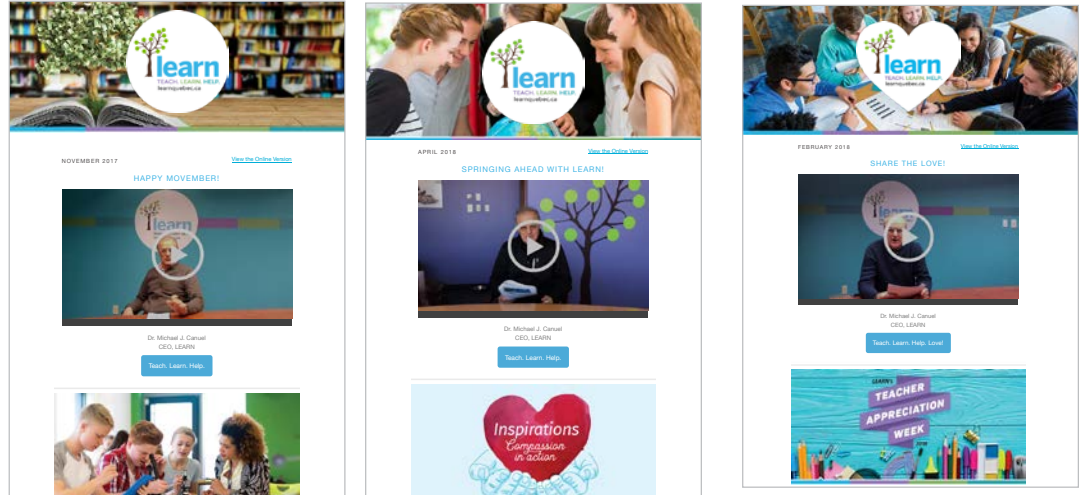
NEWSLETTER

1112 EDUCATORS
746 SUBSCRIBERS (UP 33%)
1903 COMMUNITY
748 SUBSCRIBERS (UP 61%)



NEWSLETTER

To inform our community of our resources, services, and events **LEARN** publishes a newsletter during the school year (9 times a year from September to June). All of our communication tools are part of our integrated marketing plan and have a consistent look and feel across channels.



CONTESTS

As part of corporate social responsibility to our community, **LEARN** has been partnering with Encounters with Canada for several years to offer high school students between the ages of 14 and 17 attending an English-language high school in the province of Quebec an opportunity to participate in a week at Encounters with Canada. Students are asked to share their story about an individual (or group of individuals) who has inspired them through their compassion and leadership, who has gone out of their way to help others or a person in need. Students can win one of 12 amazing weeks at Encounters with Canada in Ottawa, compliments of **LEARN**. Winners join students from across the country in the theme week of their choice (between November and June), taking part in unforgettable citizenship, leadership and career-exploration activities in the nation's capital.

This year we also ran a Facebook contest to thank our community for their loyalty and support, which created an incredible social engagement.

TEACHER AND SCHOOL STAFF APPRECIATION WEEK

For the last four years, **LEARN** has been highlighting Quebec educators and staff via a series of blog posts during the annual Teacher and School Staff Appreciation week. **LEARN** receives shout-outs from students, parents, staff from schools across the province that show their love for their teachers and staff.

Thank You!

1000 FOLLOWERS

WIN A \$100 INDIGO GIFT CARD



LEARN
Published by LEARN Quebec (7)
Page Liked · April 13 ·

Our 1000 likes #contest #winner Brooke Lynsey stopped by to pick up her \$100 Indigo, Chapters and Coles gift card! Thanks again to everyone who entered, and to every one of our followers for your trust and support. ❤️❤️

#Teach.learnHelp | LEARN | www.learnquebec.ca

Tag Photo Tag Products

Add Location Edit

1,043 people reached Boost Post

24 1 Comment 2 Shares

Like Comment Share

Write a comment...

Thank you to everyone who participated in our *Inspirations: Compassion In Action* contest with Encounters with Canada

Inspirations
Compassion in action

SEE DETAILS

Read what students have to say about their experience at Encounters With Canada

ANNIKA SINGH
The theme that I chose was health and medicine. I truly couldn't have picked a better week, we got to do a lot of amazing activities, each one taught me something new. Like the visit to the doctor's office for the traditional medicine and we were able to get things and what it would be like in a real situation to work with other doctors to diagnose a patient. As well as fun outings like and the escape room and give us the date mix gift!

Go to resource >

TOBIAS MEYER
Dear Susanne Langens,
With this letter I want to bring kind regards to the learnquebec company. Through your support I could participate on the new week Encounters with Canada workshop in Canada working in Ottawa for free. It was a great opportunity for me to learn more about the quality of Canada. To meet people from every Canadian province, to make friends, to improve my knowledge about science and technology.
I hope that you will support students in the future for all that reasons.

Go to resource >

MELISSA LANDRY
The week that I attended Encounters with Canada was a week filled with experiences and opportunities like never before. Touching the infrared King Cup, meeting the Governor General, like a special guest to the residence, and being invited as special guests to the afternoon event at the TD place in Ottawa were activities that were uniquely available during the week! It was a wonderful experience that the Sports and Fitness week I attended happened to be during the Grey Cup Festival in Ottawa.

Go to resource >

VICTORIA WALKER
I am one of the many lucky people that has gone to Encounters with Canada through the LEARN to go! I am so grateful for the opportunity and I cannot thank you enough. I am writing to tell you a little about my experience, but also to say thank you.

Go to resource >

ZOE KORYSKO
I had last week's gift to participate in which was the best week in my life. I was given the opportunity from LEARN to attend a week at encounters with Canada through the compassion in action contest. Throughout my stay at encounters I got to meet so many people from all over Canada including a lot of people from my home province Quebec. I got to meet two other winners from the LEARN compassion in action contest Annika and Michal.

Go to resource >

Congratulations!

Annika Singh
Beaconsfield High School

Your essay entitled **MY WONDER WOMAN** is a winner in the Contest November 2017

Inspirations
Compassion in Action

Place One week at Encounters with Canada in Ottawa during the 2017-18 school year. Compliments of LEARN

LEARN'S **TEACHER APPRECIATION WEEK** 2018

Show your Appreciation! Teacher and School Staff Shout-outs 2018!

Tell us what you love about an educator at your local school, and we will include her/him in the LEARN blog during Teacher and School Staff Appreciation weeks at the beginning of February.

CLICK HERE TO SEND A SHOUT-OUT TO AN EDUCATOR

LEARN IN THE NEWS



LEARN AT EMSB PRESS CONFERENCE ON JANUARY 26, 2018

Robotics, Coding & Artificial Intelligence

LEARN was invited to attend the EMSB Press Conference on Robotics, Coding and Artificial Intelligence at Merton Elementary School in Côte-Saint-Luc. LEARN was proud to be a partner of the 22nd RoboCup International Competition and Symposium 2018 held in Montreal from June 17 - 22, 2018 at the Palais des Congrès. We were honoured to work with Sara Iatauro, EMSB ETS Robotics Consultant, and the acting General Chair for RoboCup 2018 and Dr. Changjiu Zhou, Vice-President and Trustee of the RoboCup Federation. Visit our FB page to view the RoboCup Cocktail pictures. <https://bit.ly/2B8Duin>



LEARN at the EMSB's Parents Committee

2nd Annual Parent Conference on Saturday, May 5th, 2018

This day was filled with great workshops on a wide variety of parenting topics.

LEARN offered a workshop for parents to inform them of the resources and tools available to them and their children at no charge.



LEARN partnered with Lester B. Pearson School Board (LBPSB), Canadian Parents for French and the Office of the Commissioner of Official Languages to launch accentquebec.com on April 13, 2018

A bilingual online platform compiling French cultural and educational resources for the second language to live beyond the classroom for all ages and stakeholders was launched on April 13, 2018 and was featured on Global News, The Gazette and the Suburban. www.accentquebec.com



OUR IMPACT



OUR IMPACT

We value the feedback we receive from students, teachers, parents and partners in the province of Quebec. Our goal is to provide our customers with the most positive experience possible for all our services.

We strive to improve what we do every day. Learn what our teachers, parents and students have to say about **LEARN's** services.



As evident in all of the pictures, we had an outstanding two days with Chris and Christine. Students from grades 5 through 10 had a great time exploring, making and even failing! 4K- grade 4 were able to visit and be amazed by the accomplishments of the older students. Thanks once again to LEARN for providing this opportunity for our small, rural school!

– CHRISTINE EMOND DR. WILBERT
KEON SCHOOL WQSB



STEAM CHALLENGES AT LAVAL JUNIOR, SWLSB

*L'activité fut très appréciée!
Même les étudiants qui sont habituellement peu engagés ont participé pleinement et tous en redemandent.*

Dans un groupe où les rapports entre élèves sont généralement difficiles, j'ai constaté une coopération accrue et une belle entente.

Pour ma part, cela a donné lieu à une détente avec mes étudiants aux comportements plus problématiques.

J'ai eu un meilleur taux de participation pour la production écrite qui suivait, même si elle était bien moins enlevante que l'activité elle-même.

Je crois qu'en en faisant plus souvent, on puisse espérer qu'ils communiquent plus spontanément en français (ensemble) pendant l'activité. Définitivement j'aimerais intégrer des activités STEAM dans mon cours de façon régulière.

Merci encore,

– NATHALIE, TEACHER AT SWLSB

STEAM CHALLENGES AT MACDONALD HIGH SCHOOL, LBPSB



Thanks for a fantastic class! The students loved it! It was really fun to see how they tackled the problem from many different directions and ended up having success in their own way. Feedback from the students was positive across the board. They are definitely up for a second round of challenges! Thank you to LEARN, Chris and Christine for making this learning opportunity happen!



OCS DAYS AT LEARN

It has been a day full of wonder, of pleasure, of discovery, of sharing. I loved every moment of it . . . and I also love all your great toys.

Thank you for these workshops that have been learning experiences. The staff at Learn Is knowledgeable, of excellent assistance to guide us in our discovery process.

What a fantastic day! I learned a great deal and felt like a student again. This is what learning should feel like. I let all of the information I gathered digest and I feel inspired to try out some of the things with my students next week. I can't wait for them to build their own art bot! I also love the links and resources made available by learn in case I may forget any of the activities or look for further suggestions. Thank you to such a dedicated and hardworking team for making this day a success.

TESTIMONIALS LEARN TUTORING



"I would like to start by saying how incredible Learn is. Sarah Jane (who has cerebral palsy) benefited so much from the tutoring program."

"He received his math results and went from a 58 to an 83. He is much more confident and feels he can handle things on his own again. Thank you for your help and it is great knowing Elijah has a source of help when he needs it. Thanks again."

"(Student) mentioned that she had a test on the material we'd covered last time & got her first ever mark in the 90s!"

"The experience was great. (My daughter) said she understood the lesson and the tutor explained very well. Thanks again."

"You have no idea how much you are helping our family unit ... this is a great program!!!!!"

"I actually saw his eyes light up as he understood."

"It was a 1st time experience & we were all very impressed. (The tutor) was kind, patient & encouraging. I recommend @LEARNQuebec to all students who need a bit more guidance in their course. Thank you for this wonderful tool."

PRT TESTIMONIALS



"I loved the Community Exchange event and learned a lot at many levels. The LEARN team created a lively and innovative format for the day that encouraged exchange and network-building. These are key for sustainable and vital Englishspeaking communities in Quebec. It would be great to have more events like these."

– LORRAINE O'DONNELL, PH.D.
AFFILIATE ASSISTANT PROFESSOR,
SCHOOL OF COMMUNITY AND PUBLIC
AFFAIRS, CONCORDIA UNIVERSITY, &
COORDINATOR-RESEARCHER, QUEBEC
ENGLISH-SPEAKING COMMUNITIES
RESEARCH NETWORK (QUESCREN)

"We were blessed to have you with us and we are blessed as a Province of minority educators under such care as is provided by the PRT." – LISA MOSHER, ESSB SCHOOL BOARD REPRESENTATIVE

"Without the PRT there would be no network; we would all just be working in silos" – ETSB CDA




"The PRT offers great training for CDAs!" – HOLLY BAILEY, COMMUNITY DEVELOPMENT AGENT, BUTLER-FARNHAM CLC


"Whenever I need clarity or help in how to proceed with different initiatives, the PRT is there...I've been given good direction when starting a project and directed to various partners that could help me with my projects." – PHILIPPE SCHERER, COMMUNITY DEVELOPMENT AGENT, PETES CLC

"I have been nurtured-supported by the PRT and CLC approach since I first began in Jan, 2013....The PRT's expertise can help solidify a CDA's foundation and understanding of what a CDA is; what their job entitles and the tools available to help them." – BRIAN PEDDAR, COMMUNITY DEVELOPMENT AGENT, RICHELIEU VALLEY CLC

"The support offered by the PRT is incredible! The most valuable tools are the resources offered on the Learn website and the opportunity to explore, discuss and compare experiences with other CDAs!" – LYNN VISENTIN, COMMUNITY DEVELOPMENT AGENT, ST-MICHAEL'S CLC


FACEBOOK REVIEWS ABOUT ONLINE TUTORING SERVICES AND ONLINE CLASSES

 **Tanya Bouzaglo** reviewed LEARN — 
December 15, 2017 · 

I just started with both my boys, grade 5 & grade 7.
It was great!!!
Both the teachers were so patient and very encouraging. I feel so fortunate to have access to these services.
Thank you for your time, we appreciate it so very much.
Merci 

 **Lotus Wei** reviewed LEARN — 
December 19, 2017 · 

非常好的免费线上辅导! Excellent online tutoring service! My son's been learning French with Madam Lydia Wilson. She's great! Very patient and I especially like that she tried to speak French with my son as much as possible even though he was very weak. It surely takes more time and effort than simply translating everything into English, but it works. My son has made noticeable progress in French comprehension and production. Thank you so much!

 **Amanda Cox** reviewed LEARN — 
April 20 ·

My daughter (Grade 5) just had her first experience with her Online tutor, Madame Outland, and loved it. My daughter has great difficulty speaking in front of people so this option is wonderful for her. She said it was an easy and perfect way to learn. She can't wait for the regular session to begin.

No snow days! No sick days! It's one of the most convenient things ever, being able to continue to go to class even if we're stuck at home. It's also so much easier to catch up on missed work, what with VTs and archived classes.

I think some advantages of online learning are

- : becoming familiar with online tools ex: twitter, sakai, learning about computers, etc..
- : Meeting new people and learning about them
- : Meeting amazing teachers and getting a lot of support from them
- : Teachers will always find a way to get you to understand

There are many resources readily available to students all the time. In self paced, you can also take topics at your own pace (within reason). If I struggle with one specific topic, I can take a bit more time on it, while I go through topics I understand more quickly.

I feel that my online class and teacher have supported my needs very well. If I ever have any difficulty, my teacher is always available by email and meeting weekly helps to ensure that I'm understanding the material and keeping up with my work. I've loved working through Learn online this year for chemistry and honestly wish I was doing more of my classes online!

TESTIMONIALS FROM STUDENTS ABOUT ENCOUNTERS WITH CANADA CONTEST



"I would recommend encounters to anyone because it is truly a life changing experience. But I of course wouldn't have gotten to experience everything that I did without LEARN. LEARN is really the reason why I got to do what I got to do because I would've never chosen to go to encounters on my own, but by getting the chance to enter a contest and actually winning it, it's thanks to LEARN that I got to experience the trip of a lifetime. Thank you LEARN Quebec, and thank you Encounters with Canada for the truly amazing week I had that I will never forget. (I have included a picture of me with the two-other compassion in action contest winners)

– SINCERELY, ZOE KORYSZKO"

Dear LEARN,

I am one of the many lucky people that has gone to Encounters with Canada thanks to you. I am incredibly grateful for the experience and I cannot thank you enough. I am writing to tell you a little about my experience, but also to say thank you.

The experience has had a huge impact on my life. If the people I got to meet are Canada's future, I am truly excited. Everyone was so bright and caring. We are one lucky country. I wish that everyone could experience that week, and I am sure that every Encounters Alumni would say the same thing. I can assure you that LEARN is a name I will always remember. Thank you so much for allowing me to experience such a remarkable trip. It has truly been an honour, and on behalf of everyone you have ever sent to Encounters with Canada, thank you. Best wishes,

– VICTORIA WALKER

With this letter I want to bring kind regards to the learnquebec company.

Through your support I could participate on the one-week Encounters with Canada workshop in Ottawa for free.

It was a great opportunity for me to learn more about the diversity of Canada, to meet people from every Canadian province, to make friends, to improve my knowledge about science and technology.

I hope that you will support students in the future for all that reasons. Thank you very much for this amazing week.

– TOBIAS MEYER



We want to thank everyone who has supported our mission throughout the years.

The support of our partners and community is critical to our success and we would like to thank everyone who plays an important role in our work – from the school boards, the Ministry of Education, professional staff, pedagogical consultants, and the many Quebec-certified teachers who contribute endless hours to our organization, to the highly skilled and experienced educators and professionals who maintain the exceptional quality of our services, and the families who put their trust in them. We are determined to continue making a difference in education and with the help, dedication and collaboration of everyone, we can lead the way. We know we can.

Our organization would not be able to operate at its fullest potential without all of your support!

LEARN works with partners to support the English-speaking community in Quebec.

LEARN is proud to be associated with:

- Ministère de l'Éducation et de l'Enseignement supérieur (MEES)
- Bishop's University
- Concordia University
- McGill University
- Montreal Fluency Centre
- Montreal Oral School for the Deaf (MOSD)
- Quebec Community Groups Network (QCGN)
- Community Health & Social Services Network (CHSSN)

LEARN serves:

9 English school boards:

- Central Quebec School Board
- Eastern Shore School Board
- Eastern Townships School Board
- English Montreal School Board
- Lester B. Pearson School Board
- New Frontiers School Board
- Riverside School Board
- Sir Wilfrid Laurier School Board
- Western Québec School Board

Special Status Boards:

- Cree School Board
- Kativik School Board
- Commission scolaire du Littoral

Association of Jewish Day Schools (AJDS)
Member schools of The Quebec Association
of Independent Schools (QAIS):

- Alexander von Humboldt German International School
- Bishop's College School
- Centennial Academy
- École Bilingue Notre-Dame de Sion
- Emmanuel Christian School
- Hebrew Academy
- Kells Academy
- Lower Canada College
- Loyola High School
- Miss Edgar's & Miss Cramp's School
- The Priory School
- The Sacred Heart School of Montreal
- Selwyn House School
- St. George's School of Montreal
- Stanstead College
- The Study
- Trafalgar School For Girls
- Vanguard School
- Villa Maria High School
- West Island College (Montreal)



LEARN – Head Office
2030 Dagenais Blvd. West
Laval (Québec) H7L 5W2
T: 450.622.2212 / 1.888.622.2212
F: 450.622.1460

LEARN Shawville
455 Maple St., P.O. Box 4600
Shawville (Québec) J0X 2Y0
T: 819.647.6060 / 1.877.647.6060
F: 819.647.6070

learnquebec.ca

