

SPEAQ
2024

FOR THE **LOVE** OF LEARNING

Learning is a lifelong journey.

- PROVERB

BOOKMARK

See you at the SPEAQ convention

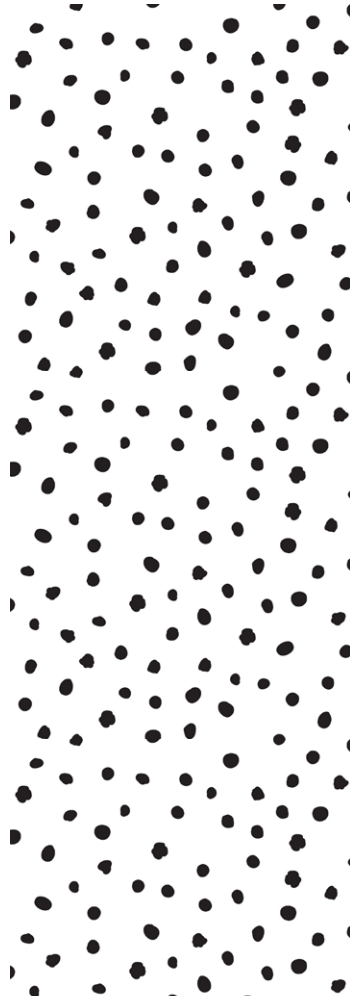


SPEAQ Magazine

Fall 2024



Teachers change the world one child at a time



Cut out the bookmarks

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What You Missed in the Last Edition

Back to school 2024 Edition

1

Make This Year Your Best Teaching Year
By Mel Robbins

It is not too late to make 2024-2025 your best teaching year!



[Read this article](#)

3

Essential Links To Start The Year
MEQ Reference Documents
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Essential Links to Start the Year

[Read this article](#)

5

Tools to Help You Plan Lessons and Learning and Evaluation Situations

Tools to Help You Build Lessons and Learning and Evaluation Situations

[Read this article](#)



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99 TEACHING IDEAS

99 Teaching Ideas

[Read this article](#)



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FRAMEWORK FOR PROFESSIONAL COMPETENCIES FOR TEACHERS

Framework for Professional Competencies for Teachers

[Read this article](#)

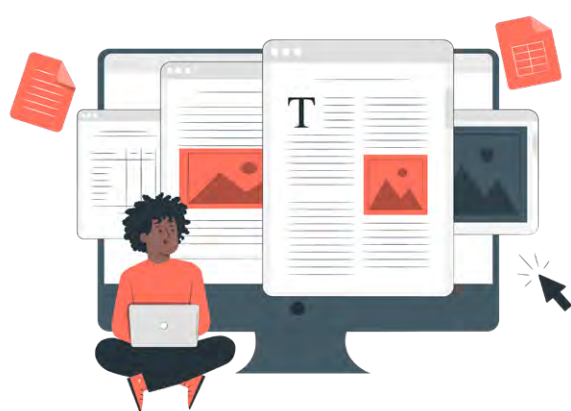
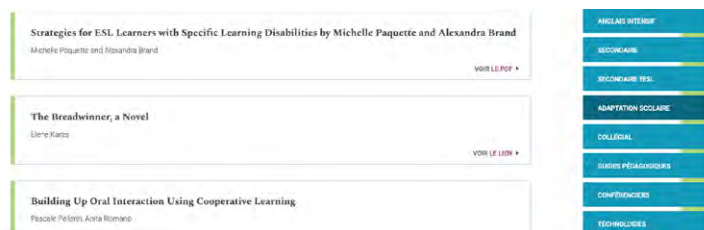


SPEAQ WEBSITE

Be sure to visit our Resources on the SPEAQ website. Resources from the past conventions have been uploaded.

· First, click on "zone member"

Second, scroll through activities to choose what suites you best. You will have access to a wealth of ideas.



CALL FOR ARTICLES

SPEAQ welcomes articles of 800 words or less, proofread and spell-checked. Please include a short bio and a photo and make sure you have permission to use copyright material. Contact Tanja Vaillancourt : vaillancourt.tanja@uqam.ca

This magazine is available in paper but also in digital form. Visit the SPEAQ site to access it.

Word from the President

Dear ESL Community,

I am thrilled to extend a warm invitation to each of you for our highly anticipated Annual SPEAQ Convention! This year's event theme, For the Love of Learning, promises to be a spectacular gathering of innovation, collaboration, and inspiration, and I am so looking forward to sharing this experience with all of you.

At this year's convention, we will be diving into a range of exciting topics, featuring keynote speakers Trevor Muir, from The Epic Classroom, and Caroline Payant and Philippa Bell, from UQAM. We will also offer numerous workshops and networking opportunities as usual. It's a chance for us to come together, share our successes, tackle challenges, and look towards the future of our community.

We have meticulously planned a schedule of workshops designed to provide valuable insights into TESL, foster meaningful connections within our community, and celebrate our collective achievements. Whether you're looking to expand your knowledge, engage in lively discussions, or simply enjoy the camaraderie of fellow members, there will be something for everyone.

Please mark your calendar for November 22-23 at the Hilton Quebec Hotel and follow us on Facebook and Instagram for more details regarding the full schedule, the registration process, and additional updates. I encourage you to take part in this exceptional event and make the most of the opportunities it presents.

Thank you for your continued support and dedication to SPEAQ. I look forward to seeing all of you at the convention!

Warm regards,

Christine Baida,
SPEAQ President

speaq.org



From the 2023 SPEAQ Annual Convention: Voices of Diversity

Word from the Convention Director

As we prepare for the 2024 SPEAQ convention, I've been reflecting on the incredible moments we witnessed during the Paris Olympics earlier this summer. Watching athletes train relentlessly, fueled by passion and dedication, brought to mind the journey we've been on as educators. Like those athletes, we have worked tirelessly—refining our skills, adapting to challenges, and showing resilience in the face of obstacles—all driven by a deep love of what we do.

This year's theme, "For the Love of Learning," perfectly captures the essence of that commitment. Just as athletes dedicate themselves to their sport, we, as teachers, dedicate ourselves to learning—not just for our students, but for ourselves. Our classrooms are our arenas, where every day we give our all to make a difference in the lives of our students. We constantly train our minds, refine our methods, and strive for excellence, driven by the belief that learning is a lifelong pursuit.

As the convention draws near, I'm excited to see us come together and share that love of learning. This event is our chance to reflect on our own professional growth, exchange ideas, and celebrate our successes. My hope is that, like the athletes who stood on the podium in Paris, we will leave this convention with our own sense of accomplishment, feeling like we've achieved something special—our gold medal moment in education.

I'm honored to be part of this incredible community as a first-time convention director and deeply grateful for the opportunity to lead this event. My hope is that through our time together, I'll capture a gold medal moment in your hearts—one that reflects the passion and love of learning that unite us all. Let's make this convention an inspiring and memorable experience, one that will leave us all feeling proud of our shared commitment to education and our journey toward excellence.

Isabelle Giroux



See the list of upcoming workshops:

<https://site.pheedloop.com/event/SPEAQ2024/workshops>



7 travaux d'entretien pour votre maison cet automne

C'est le moment de préparer votre maison pour l'arrivée de la saison froide! Vous pouvez confier le tout à des professionnels, mais pourquoi ne pas le faire vous-mêmes? Voici 7 tâches d'entretien assez simples et qui vous laisseront assez de temps pour profiter des splendeurs de l'automne.



Nettoyez la conduite de sècheuse

Une conduite de sècheuse obstruée réduit sa capacité de séchage et peut l'endommager plus sérieusement. Au fil du temps, des fibres de vêtements et de la poussière s'y accumulent et peuvent dans certains cas représenter un risque d'incendie.

Vous devriez donc nettoyer régulièrement cette conduite à partir de l'intérieur, avec un aspirateur ou une brosse, puis de la même façon à partir de l'extérieur.

Recouvrez la piscine avec une protection souple ou rigide pour éviter l'accumulation de feuilles ou d'autres débris.

Vérifiez la santé de vos arbres

Si vous possédez des arbres autour de la maison, jetez un coup d'œil à leur écorce et à leurs feuilles. Des taches de couleur, des cavités ou des fentes peuvent être des signes de maladie. Des branches cassées ou exemptes de feuilles, ou des feuilles de couleur anormale ou trouées peuvent aussi indiquer que la santé de vos arbres n'est pas optimale.

Nettoyez vos gouttières

Une fois les feuilles tombées, enlevez-les des gouttières et des margelles de votre résidence. Les feuilles accumulées nuisent à l'écoulement de l'eau, ce qui peut provoquer des dégâts à la toiture ou à la fondation.

Il est aussi recommandé d'installer des protège-gouttière qui laisseront passer l'eau, mais pas les feuilles mortes.

Inspectez la fondation et le toit

Difficile de trouver l'origine d'une infiltration d'eau, alors mieux vaut prévenir que guérir. Procédez à l'inspection visuelle rigoureuse de votre toit.

Utilisez une échelle et des jumelles pour voir de près l'état des bardeaux. Les orages et les vents forts peuvent les endommager. Une accumulation de granules dans les gouttières peut signaler que votre toiture est vieillissante.

Faites aussi le tour de la fondation de votre maison pour détecter la présence de fissures.

Rangez votre boyau d'arrosage

Tous les accessoires d'arrosage extérieur devraient être rangés avant l'arrivée de l'hiver. Videz et rangez votre boyau d'arrosage et videz les conduites si vous possédez un système d'irrigation. Cela aidera à les conserver dans un état fonctionnel plus longtemps.

Si vous utilisez un nettoyeur à pression, videz-en le réservoir ou rangez-le dans un endroit chauffé. L'eau qui gèle peut l'endommager.

Mettez votre piscine en mode hivernation

L'eau qui gèle dans les tuyaux d'une piscine ou dans le système de circulation et de filtration peut rapidement l'endommager et provoquer d'autres dégâts au terrain ou à la maison.

Certains experts recommandent un nettoyage en profondeur. Il faut ensuite abaisser le niveau d'eau à environ 30 cm sous le niveau des jets et de l'écumoire. Utilisez ensuite les bons produits pour que la qualité de l'eau ne se dégrade pas trop durant l'hiver.

Quand monter l'abri d'auto?

La plupart des municipalités ont des règlements qui encadrent l'installation puis le démontage d'un abri d'auto temporaire. Cela va généralement de la mi-octobre ou du début novembre à la mi-mars.

Le moment idéal pour poser la toile est juste après la tombée de la première neige. Elle tient la toile en place, et ajoute son poids aux ancrages ou aux sacs de sable qui soutiennent l'abri. Ce sera une protection de plus contre les bourrasques durant le restant de l'hiver.

Une fois votre maison et votre abri d'auto bien préparés, la neige pourra arriver quand elle le voudra!

beneva

ASSURANCE
HABITATION

SPEAQ MAGAZINE

Les gens
qui protègent
des gens



2024 ANNUAL CONVENTION

FOR
THE
OF

LOVE
OF LEARNING

November
22 - 23
HILTON QUEBEC

SPEAQ's 52nd Annual Convention Registration Fees

PRICES BEFORE TAXES. REGISTRATION INCLUDES A 1-YR SPEAQ MEMBERSHIP!

REGISTRATION TYPE / DAY	Early Bird Rate	Regular rate
	from Aug. 20 to Oct. 20 *	from Oct. 21 to Nov. 18 **
REGULAR PARTICIPANTS		
Friday only	\$220	\$295
Saturday only	\$180	\$245
Friday & Saturday	\$350	\$395
STUDENT & RETIRED PARTICIPANTS		
Friday & Saturday	\$95	
PRESENTERS		
1st & 2nd PRESENTERS	FREE* (Fri. & Sat. access) SPEAQ membership required	
3rd PRESENTERS	REDUCED FEE	
Friday only	\$200	
Saturday only	\$150	
Friday & Saturday	\$250	
*1st & 2nd Presenters: SPEAQ membership payment required (regular member: \$20 /student & retired member \$10)		
* Early Bird registrations must be paid no later than OCT. 20 *		
** A late fee of \$25 will apply to late, incomplete or unpaid registrations after Nov. 18		

CANCELLATION POLICY: DEADLINE TO CANCEL A REGISTRATION IS NOVEMBER 10, 2024. A FEE OF \$45 APPLIES TO ALL CANCELLATIONS. SEND REQUEST TO speaqform@gmail.com. NO REFUNDS ISSUED FOR CANCELLATION REQUESTS RECEIVED AFTER NOVEMBER 10, 2024.

SPEAQ has negotiated special group rates with the [Hilton Hotel Quebec](#). Book your room by October 20 to benefit from these special rates (based on availability). Rooms are limited so book early. SPEAQ is not responsible for hotel accommodations nor cancellations. Always check the hotel's cancellation policy.

TO REGISTER OR FIND OUT MORE ABOUT THE 2024 ANNUAL CONVENTION, CLICK [HERE](#).

2024 Convention Plenary

Friday, November 22, 2024

Make Learning Epic: Using Purpose to Inspire

Purpose is a powerful motivator, for educators and their students. Using inspirational stories and researched-based strategies, Trevor shares how to use the power of story, brain science, and authentic learning to help teachers achieve true student engagement. Educators leave with proven practices to design authentic learning experiences, motivation to foster deeper student connections, and a compelling reminder of the impact they have on their students' lives.

You will:

- Understand the potent role of purpose in driving motivation for both educators and students.
- Learn research-backed strategies to increase student engagement for all students
- Discover the impact of utilizing the art of storytelling and insights from brain science to enhance teaching and learning.
- Learn how to purposefully and effectively integrate technology into the curriculum to enhance engagement and learning outcomes.
- Gain practical strategies to design and implement authentic learning experiences that resonate with students.
- Acquire techniques to foster deeper connections with students, creating a more engaging and meaningful learning environment.
- Reflect on the profound, lasting impact educators have on the lives of their students, reinforcing the significance of their role.

Workshops:

Friday

Creating a Collaborative Classroom

Connecting with Every Student

Saturday

New Teacher Mindset



Trevor Muir is a passionate educator, speaker, and author who believes in the transformative power of education. He has gained international recognition for his innovative teaching methods and inspiring content, which empower teachers and students to unleash their full potential.

2024 Convention Plenary

Saturday, November 23, 2024

6

CONVENTION 2024

The Language Portrait: A Language Learning Task for Exploring Students' Linguistic Identities, Caroline Payant and Philippa Bell

In today's ESL classrooms, each student comes to the task of learning English with their unique but rich linguistic repertoire. While some use French in all their interactions (aside from English in their ESL classroom), others use additional languages at home, which may include English. What do all these repertoires bring to the ESL classroom? A rich mix of language and cultural identities that can be explored to help in the language learning process from cognitive, affective, and social perspectives. These rich tapestries have been at the forefront in the development of much research into plurilingual approaches to additional language education. Broadly-speaking, this research examines how to help ESL learners learn English with and through their entire linguistic repertoire.

The Language Portrait is a task that explores your linguistic identity. This task can be used in ESL classrooms and in other contexts in which raising awareness of the rich tapestries of linguistic profiles is important. In this talk, we will walk you through this task and demonstrate how it can be used at different levels and in different contexts. The task, as presented, is a research-based, interactive language task that integrates oral and written language comprehension and production thus maximizing learning opportunities in a fun and engaging manner.



Caroline Payant and Philippa Bell are professors in the Department of Language Education at the Université du Québec à Montréal. Through task-based language teaching and plurilingual research approaches, they explore the development of reading and writing in additional language classrooms and naturalistic contexts.

Problèmes de comportement et réussite scolaire : évaluez vos connaissances¹

Égide Royer, Ph. D.

Les problèmes d'apprentissage sont fréquents chez les jeunes présentant des difficultés émotives et comportementales. Il existe en effet une très forte concomitance entre les deux. Les jeunes qui présentent des comportements difficiles à l'école doivent néanmoins pouvoir, comme tous les élèves, développer des habiletés leur permettant de réussir sur le plan scolaire.

La réussite scolaire des jeunes en difficulté de comportement est un objectif très important de l'intervention. C'est un projet voué à l'échec que de vouloir améliorer l'estime de soi d'un jeune fréquentant une école sans se préoccuper du fait qu'il y échoue. Rappelons que le taux de diplomation des élèves handicapés ou en difficulté d'adaptation ou d'apprentissage après sept années au secondaire demeure nettement inférieur à la moyenne. Il est encore plus faible pour les jeunes qui présentent des problèmes émotifs, comportementaux ou de santé mentale.

Pour évaluer et, par la même occasion, réactiver vos connaissances sur la relation entre enseignement, apprentissage et problèmes émotifs ou comportementaux, je vous suggère de répondre au petit questionnaire suivant.

Vrai ou faux

Q1.

Les objectifs d'apprentissage des jeunes qui présentent des problèmes de comportement doivent être différents de ceux poursuivis avec les élèves qui ne présentent pas de difficultés.

Q2.

Il est indispensable de connaître la cause du problème pour être en mesure d'enseigner à un jeune en difficulté de comportement.

Q3.

Il est recommandé, lorsqu'on enseigne à ces élèves, de leur laisser le choix quant aux apprentissages à effectuer plutôt que de leur offrir un milieu d'apprentissage structuré.

Q4.

Il faut d'abord intervenir au regard du comportement avant de se préoccuper de la réussite scolaire d'un élève qui vit des problèmes émotifs ou comportementaux.

Q5.

Au secondaire, il importe de porter une attention particulière aux habiletés scolaires et sociales ainsi qu'à la compétence professionnelle de ces jeunes.

Q6.

Être compétent en lecture a un impact positif sur l'adaptation sociale des jeunes présentant des difficultés émotives ou comportementales.

Q7.

Pour enseigner les habiletés sociales, il est préférable d'amener ces élèves à découvrir, par l'observation, les conduites les plus efficaces à adopter dans le cadre des activités et des projets vécus naturellement en classe.

Q8.

Il revient à l'enseignant de recommander aux parents d'un élève qui présente un trouble du déficit de l'attention avec ou sans hyperactivité de rencontrer son médecin pour obtenir une médication susceptible d'améliorer son comportement.

Q9.

La plupart du temps, l'élément déclencheur d'une crise en classe est un comportement de l'enseignant.

Q10.

Les membres de la direction d'école ont, la plupart du temps, reçu une formation qui leur permet de bien soutenir les enseignants qui travaillent avec les jeunes en difficulté de comportement.

Réponses

Q1-Faux. Les programmes et les objectifs d'apprentissage des jeunes qui présentent des problèmes émotifs et comportementaux doivent être les mêmes que ceux des autres élèves.

Q2-Faux. On peut enseigner à un élève sans nécessairement connaître la cause exacte de son problème de comportement.

Q3-Faux. Plus un jeune est inquiet, désorganisé ou agressif, plus l'environnement doit être prévisible. Je dis bien « prévisible » et non « punitif ».

Q4-Faux. Il faut intervenir sur les deux dimensions en même temps. Néanmoins, un bon programme de gestion des comportements est susceptible d'améliorer les apprentissages scolaires.

Q5-Vrai. Trois types d'habiletés sont importantes : scolaires, sociales et professionnelles.

Q6-Vrai. Être compétent en lecture a un impact positif sur l'adaptation sociale des jeunes en difficulté de comportement.

Q7-Faux. L'enseignement explicite est indispensable.

Q8-Faux. Cette recommandation appartient à un médecin.

Q9-Faux. L'élément déclencheur d'une crise en classe peut être parfois un comportement de l'enseignant, mais fréquemment les facteurs en cause sont extérieurs à l'environnement de la classe.

Q10-Faux. C'est du moins ce que révèle l'état actuel de la formation initiale des enseignants et des directions d'école. On improvise encore beaucoup trop.

Notes:

¹ Ce texte est un extrait adapté des Problèmes émotifs et comportementaux à l'école : petite encyclopédie de l'enseignant efficace (voir en référence).

² Le Dr Égide Royer est psychologue et spécialiste de la réussite scolaire, tout spécialement de celle des jeunes en difficulté. Il est reconnu comme l'un des experts québécois en éducation, membre émérite de l'Ordre de l'excellence en éducation du Québec et a donné fréquemment des séminaires de formation organisés par SPEAQ.

Si vous voulez en savoir davantage

Royer, É. (2019). Les problèmes émotifs et comportementaux à l'école : petite encyclopédie de l'enseignant efficace. Québec : École et Comportement <http://www.ecolecomportement.com/publications.php>

Royer, É. (2021). Les problèmes émotifs et comportementaux à l'école : pratiques exemplaires pour enseignants et éducateurs spécialisés. Québec : École et Comportement. <http://www.ecolecomportement.com/publications.php>



Le Dr Égide Royer est psychologue et spécialiste de la réussite scolaire. Son expertise en éducation est reconnue internationalement, plus particulièrement en ce qui a trait à la prévention de l'échec scolaire et aux interventions pour prévenir les problèmes d'adaptation à l'école.

Developing the Culture of Peer Feedback in Elementary ESL Classes

Maria Lourdes



Peer feedback is common practice in English as a second language (ESL) instruction. Like teacher feedback, peer feedback includes any response, written or otherwise, that informs the learner about the effectiveness or accuracy of their second language use. It can include grammatical accuracy, comprehensibility, register, style, or pragmatics. At the Elementary level, young learners engage in a peer feedback activity review and comment on each other's use of English in their work, such as writing, speaking, or other language activities, much like older learners.

Research has shown that peer feedback in the L2 classroom helps students take charge of their learning, think critically, and evaluate the quality of the feedback they receive. It also offers learners the opportunity to participate more actively and be less dependent on the teacher.

While the value is clear, not all learners respond well. Research has shown for example that adolescents can be hypersensitive to criticism, and when they feel judged, they can become self-conscious, stressed, or withdrawn. Other adolescents may feel tentative or shy about giving feedback to peers they admire, and for L2 learners already

feeling challenged by performing in another language, the process might feel especially daunting.

But what about children in Elementary school? How do they respond to peer feedback? One important influence on how children respond to peer feedback is temperament. Shy children may tend to blame themselves for negative interactions with unfamiliar peers and come to expect rejection. Further, a child's gender may moderate his or her responses to peer evaluation. For example, although females are often more sensitive to social cues than males, young girls also show greater suppression of their emotions, particularly when disappointed, in socially charged contexts. By contrast, although males face greater pressure to suppress their emotions in social contexts, young boys often have difficulty controlling negative affect, which may elicit negative evaluations from peers.

Because both temperament and gender play significant roles in children's ability to interpret and respond to peer feedback, it is necessary to foster a culture of peer feedback within the classroom. This involves creating a safe and supportive environment where students feel valued and empowered. Achieving this goal requires

consistent modelling, repetition, and a commitment to involving students in the feedback process.

Here are some considerations for creating a culture of peer feedback in the elementary classroom.

1. Prepare students for peer feedback: Students produce better peer feedback—and enjoy the process more—when they have some training or guidance. This could be any of the following:
 - Reading and discussing an example piece of work first
 - Discussing and clarifying the criteria to use as the basis for peer feedback
 - Providing students with a feedback rubric/template to help structure their feedback.
2. Avoid grading peer feedback: Marks can also distract from the content of the feedback, especially if the recipient feels the person marking—the peer—is not an “expert”.
3. Discuss the benefits of peer feedback with students and clarify that it complements, rather than replaces, teacher feedback: Since some students might feel uneasy about peer feedback, it is crucial to establish clear expectations and ground rules. Berger recommends three basic rules for peer critique, outlined in “Austin’s Butterfly”: be kind, specific, and helpful.
 - Kind: Model “asking questions rather than making judgments,” such as “I’m not sure why you did this; can you explain it more?” Then students will begin to replicate that kind of inquiry.
 - Specific: One reason students tend to provide generic feedback is because they don’t have the words, and you need to draw it out of them. “You said this was a good example; what made it a good example?”
 - Helpful: To reinforce what “helpful” feedback looks like, you can put samples of student feedback statements on the board and have students break into groups, ranking the statements in order from most helpful to least. This activity also helps your students notice good sentence starters and phrases that they can use in their own work.
4. Consider negotiating these rules with the students. A useful approach is to have students reflect on and discuss what constitutes good feedback. Encourage them to apply these principles when providing feedback to their peers.

Burgess, K. B., Wojslawowicz, J. C., Rubin, K. H., Rose-Krasnor, L., & Booth-LaForce, C. (2006). Social information processing and coping strategies of shy/withdrawn and aggressive children: Does friendship matter? *Child development*, 77(2), 371-383.

Berger, R. (2016). Austin’s Butterfly: Models, Critique, and Descriptive Feedback. *EL Education*: https://youtu.be/E_6PskE3zfQ?si=9qNFx9rBhFQylgHQ

Coplan, R. J., Prakash, K., O’Neil, K., & Armer, M. (2004). Do you want to play? Distinguishing between conflicted shyness and social disinterest in early childhood. *Developmental psychology*, 40(2), 244.

Hyland, F. (2000). ESL writers and feedback: Giving more autonomy to students. *Language teaching research*, 4(1), 33-54.

Iwashita, N., & Dao, P. (2021). Peer feedback in oral L2 interaction. In H. Nassaji & E. Kartchava (Eds.), *The Cambridge Handbook of Corrective Feedback in Second Language Learning and Teaching* (pp. 275-299). Cambridge University Press.

Somerville, L. H. (2013). The teenage brain: Sensitivity to social evaluation. *Current directions in psychological science*, 22(2), 121-127.



Maria-Lourdes Lira-Gonzales is professor and chair of the Teaching English as a Second Language Program at the Université du Québec en Abitibi-Témiscamingue. She is also associate researcher at the Centre de recherche sur la formation et la profession enseignante (CRIFPE) and serves as Vice-President in both the Canadian Association of Language Assessment (CALA) and the Canadian Association of Applied Linguistics (ACLA). Her recent research activities include a project on the effects of mindfulness meditation on L2 learners’ anxiety and a comparative study on ESL learners’ engagement with oral and written corrective feedback. Maria-Lourdes has published her research findings in *English* (e.g., *TESL Canada Journal*), *French* (e.g., *Formation et profession*) and *Spanish-language journals* (e.g., *Revista Educativa*).

Future-Ready Students: Producing Digital Content

The Digital Action Plan in your ESL classroom

This article is the **fourth** in a series that aims at helping you navigate through our RÉCIT resources in regard to the **12 dimensions** of the *Digital Reference Framework*. We will focus on **Dimension 7**.



12 dimensions with
Ethical citizenship
at the center

“The aim of this framework is to foster the development of a digital competency so that Quebecers may be autonomous and exercise critical judgment in their use of digital technologies.” (MEQ).

Exploring Dimension 7: PRODUCING CONTENT VIA DIGITAL TECHNOLOGY

In the context of the **digital competency**, we need to provide assistance to our students by helping them:

- Produce or co-produce a variety of content using digital technologies
- Select and use appropriate digital production tools based on their needs
- Use different media such as text, sound or images to exploit digital data
- Consult and use content available in their immediate environment or online to create products, while behaving ethically toward other content producers and respecting copyrights

For more detailed information about this dimension, visit [Digital Competency Framework](#).

In an ESL context, learners could, for example:

- Understand the learning intention behind the use of a digital tool to produce content
- Use digital tools to produce a digital presentation of a research
- Create products such as podcasts, videos, online books,

and posters to show their understanding of texts in a reinvestment task

- Learn about a variety of digital tools, then select the most appropriate one to use according to their needs
- Understand what intellectual property is and how to use other people’s productions (e.g. Creative Commons licences)
- Learn how to verify the rights to use images, text, sound or videos and how to cite sources in their productions
- Develop their critical thinking when they navigate the web to select the information they need
- Analyze the Terms of Use of the digital tools used to determine if they should use it (age, data saved, safe site, etc.)
- Reflect on how to appropriately use digital tools and transfer their knowledge to their personal life
- Use appropriate language when they produce content that is shared online or with their peers

Teachers can model this dimension by:

- Making sure the learning intentions are visible to students to explain the added value of using a digital tool to develop their ESL competencies
- Suggesting tasks that engage students in their learning as they produce content
- Giving students a choice of digital tool when they produce content in a reinvestment task
- Discussing these concepts in class: Terms of use, algorithms, Data collection, Copyrights, etc.
- Ask students to reflect on their use of digital tools in their personal life when they produce content
- Explaining how AI impacts the tools they are using (i.e. Canva integrates image generation and may offer new features with AI in the future)
- Letting students help each other in using these tools to develop their autonomy
- Providing a space where students can showcase their production to promote their engagement (authentic audience)
- Following the production and writing processes to

structure the development of student competency through the use of technology

Considerations:

- Ask other teachers (e.g. homeroom teacher or other specialists) which digital tools they have already used with their students to facilitate integration in your activities
- Use tools that are familiar to students when time is limited
- Once students grasp the functionalities of a digital tool, they can often apply that knowledge to other tools they encounter
- Check with the tech support of your school or School Service Centre for guidelines (law 25) regarding your chosen digital tools.

Management

- Ask for help from other teachers, a consultant or the RÉCIT local when they are available to support in classroom management when needed
- Test out the digital tools often, minimally before using it with students, as they often update their content
- Ask for parental permission when necessary
- Use your Learning Management System (LMS) such as TEAMS, Google Classroom, or Moodle to share tutorials, notes, support documents to help your students in using the selected digital tools
- Determine clear instructions for what is expected of the students. (i.e. number of images and sound to include in the product) and keep them visible to students throughout the task
- Give a time limit to students and stick to it so they don't wander in the tool or online. If they can't finish this time, next time, they will focus.

To better understand the Digital Competency Framework, we invite you to visit the Ministry of Education website. You can also find a [Digital Competency Development Continuum](#) that defines the 12 dimensions of the digital competency and places students on the three following levels: beginner, intermediate and advanced with descriptors of each level.

Source: Digital Competency Framework

Producing Content with Digital Tools

We would like to suggest some digital tools that students can use to produce content. A good practice is to choose a few and stick to them. When new tools appear and seem to offer more possibilities, we should analyse them

quickly before deciding if they are worth the effort.

The following suggestions answer students' needs in their free version and are simple to use. Make sure you verify the Terms of use since they must be age appropriate, respect the privacy of students and respect the guidelines of your School Service Centre.

Only use digital tools when they bring added value to a lesson and answer the learning intention.



Microsoft and Google Tools offer various tools that students are familiar with. It can be a good idea to start with the tools on these platforms. Students could create quizzes, images, videos, posters, presentations and much more.

LA DIGITALE

[La Digitale](#) is a free online platform that doesn't require students to sign in. It offers tools like quizzes, brainstorming, whiteboards, collaborative documents, comic strips, and flashcards.



[Canva](#) is a tool that is available to all educators. Check with your School Service Centre if it is made available to your students.



[Scratch](#) and [ScratchJr](#) are platforms where students can code animations, games, stories and much more. There are tutorials to support students. No need to know how to code yourself before putting this in students' hands.



[Book Creator](#) offers an easy-to-use online platform for students to create books or comic strips with images, text and audio.



[Voki](#) is a free site where students create an avatar and record their voice. This site does show ads, which means it must be used with discretion.



[GarageBand](#) is a digital tool available online or on iPads that allows students to create podcasts. They can record their audio, add sounds and edit its content.

BandLab For Education

[Bandlab for Education](#) is another tool to create podcasts for students 13 years and older. Teachers create a free account and use a code to invite students to their class.

Personal Data and Law 25

When students produce content, it is essential that you talk about data privacy and how sharing personal information online can affect your digital footprint. It is important to consider the Terms of Use of each digital tool before putting it in students' hands and ask for parental consent when needed. Contact your IT department and/or Education Service to verify the guidelines in your School Service Centre.

Artificial intelligence

As of the time this article is being written, the Ministry of Education (MEQ) has not yet provided guidelines on artificial intelligence. For now, teachers can explore AI for planning and discussion purposes, but it is recommended not to integrate it directly in student activities in the classroom. This explains why we haven't suggested generative AI tools, except for Canva, which allows generating images with prompts. Please check if your School Service Center has specific guidelines. Your local RÉCIT or tech consultant can also provide support. Find out who they are in your School Service Centre by visiting [this page](#) on the RÉCIT site.

Access these resources on our RÉCIT domaine des langues website to learn more about more digital tools to use in your classroom.



Events in 2024-2025

We look forward to offering workshops at the SPEAQ Convention in November. Topics will surely pique your curiosity. ;-)



Kreocode is an annual multidisciplinary coding event organized by the RÉCIT. Learn how to use Scratch and ScratchJr with your students. Visit the [kreocode.ca/](#) site to find support documents for teachers and stimulating challenges adapted for preschool, elementary, secondary, and AGE.



Do you know about AQUOPS? It's an organization that hosts a three-day convention from April 15 to 17, 2025 that focuses on helping teachers integrate technologies in class. We will be giving workshops for ESL teachers.

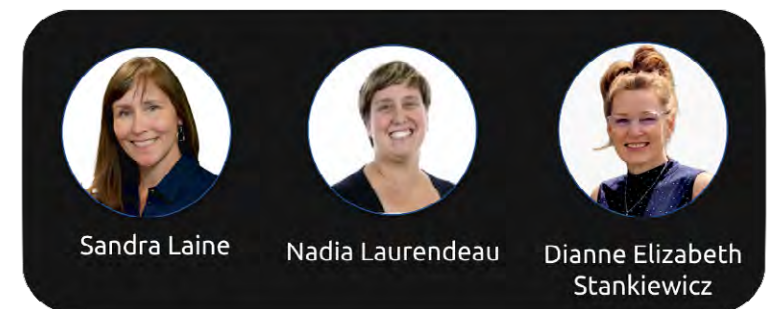


Watch out for the SPEAQ IT! Event coming up in the spring!

We will surely continue having great conversations with ESL educators. Find out about last year's event in this SPEAQ Magazine. Details will be available on the SPEAQ website and our social media.

We will be visiting School Service Centres throughout the year. Be on the lookout for invitations to workshops from your ESL educational consultant, your local RÉCIT or the resource person for ESL. If you are not certain who can support you at your School Service Centre, we suggest you contact the educational department for information.

Our RÉCIT ESL team



Follow us on [facebook.com/domainelangues](#).

Be on the lookout for the digital version of this article to access the clickable links!

New Feature

Try It Tomorrow!

Christine Baida

This new feature is designed to give you instant inspiration for tomorrow's class. Some ideas are low-prep and invite you to spice up your planning.

As ESL teachers, we often prioritize grammar, sometimes at the expense of vocabulary instruction. However, integrating new vocabulary in engaging and innovative ways is crucial for language acquisition. Here are some creative strategies to revitalize vocabulary teaching:

- **Storytelling and Role-Playing:**
Encourage students to create stories or role-play scenarios using new vocabulary. This not only makes learning fun but also helps students remember words in context.
- **Vocabulary Games:**
Incorporate games like charades, word searches, crosswords, Taboo, Scrabble, Pictionary, or word bingo. These activities make learning interactive and enjoyable, fostering a positive learning environment.
- **Visual Aids and Flashcards:**
Use images, flashcards, and mind maps to visually represent new words. Visual aids can enhance memory retention and make abstract words more concrete.
- **Word Journals:**
Have students maintain a vocabulary journal where they write new words, their meanings, and example sentences. This personalizes learning and provides a handy reference.
 - Try an alpha box
 - Organize a spell-o-thon
 - Have a [running dictation](#)



- [FAQ About Vocabulary and Functional Language](#) - MEQ
- Interactive Vocabulary Stations: [Food](#)
- [20 Meaningful Vocabulary Activities for Every Grade](#)
- Vocabulary Choice Boards: [example 1](#), [example 2](#)
- [Tea Party](#) and [Matchmaker](#)
- Word Cloud: [example 1](#), [example 2](#)
- [Vocabulary Challenge and Resource sheet](#) (see pages 2-3)
- Frayer Model [Vocabulary Card](#)
- [Foldable](#)
- Word Walls, Posters

Visit the Teacher Induction Website for teaching resources.

<https://sites.google.com/view/teacher-induction-esl/home?authuser=0>

What are your creative ways of integrating vocabulary?



Active Reading Strategies to Enhance Understanding

Christine Baida

Active reading is an interactive approach to reading that involves engaging with the text to better understand, analyze, and retain information. Unlike passive reading, where the reader simply absorbs the text, active reading involves interacting with the material, which leads to deeper comprehension and long-term retention.

Below are several key learning strategies to help develop active reading skills. Keep in mind that the strategies must be modeled several times by the teacher before the students become capable active readers.

Before Reading

1. Have students activate their prior knowledge about the topic; if the topic is somewhat familiar, you can use a [KWL graphic organizer](#); if the topic is unfamiliar, offer a theme-related vocabulary activity to prepare students for reading.
2. Have students [observe, predict and ask questions about](#) what they will learn from the text.
3. Before diving into the reading task, have students preview the text to get an overview of the text form and content. Have students skim through headings, subheadings, images, and any highlighted sections to get a sense of what the text is about. This creates a mental roadmap, making it easier to navigate through the text while reading.

During Reading: Constructing Meaning of the Text

4. Annotating

Annotating involves marking up the text with notes, underlining key points, and highlighting important information. This technique encourages readers to actively engage with the content, making it easier to identify critical concepts and recall them later. Annotations can include numbering paragraphs and summarizing in the margins, jotting down questions, or connecting ideas to other knowledge or personal experiences.

5. Summarizing

Summarizing sections of the text in their own words helps reinforce understanding and ensures that students are not just reading words but also comprehending the material. Summarizing allows students to divide the information into manageable chunks and see the bigger picture. Their margin notes will also make it easier to track answers to questions when demonstrating understanding of the text or when selecting relevant information, ideas and language for a reinvestment task.

6. Questioning







One of the most effective active reading strategies is asking questions. As students read, have them question how the author's arguments and the evidence presented connect to what they already know. You can prompt students to do this by preparing some questions for different sections of the reading.

7. Making Connections

Active readers constantly make connections between the text and other knowledge. These connections could be personal (relating the material to their own experiences), textual (linking it to other readings), or contextual (considering how the information fits within a larger framework or real-world context). Making connections deepens understanding by placing new information within an existing knowledge network.

8. Visualization

For more conceptual or abstract material, visualizing the content can be a powerful tool. Have students create mental images of the scenarios described, or sketch diagrams, charts, or mind maps to represent the relationships between ideas. Visualization helps make abstract concepts more concrete and easier to grasp.

DURING READING: ACTIVE READING TECHNIQUE			
	Write key words and important information in the margin.		I learned something new.
	I love this.		This is funny.
	Hmm, I don't understand.		This is surprising!

After Reading

9. Discussing: Constructing Meaning of the Text with Others

Have students discuss their notes with peers. You can also prepare discussion questions about the topic.

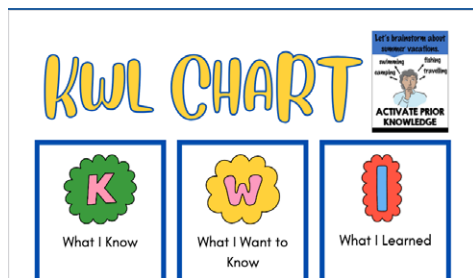
10. Reviewing and Reflecting

After completing a reading, have students review their notes, annotations, and summaries by reflecting on whether their questions were answered, what they learned and how it applies to the tasks that follow. This post-reading phase solidifies comprehension and helps identify areas that may need further clarification.

Active reading transforms reading from a passive activity into an interactive experience. By employing strategies like previewing, questioning, annotating, and summarizing, readers engage with the text more deeply, improving comprehension and retention. Developing active reading skills is essential for success, lifelong learning, and effective information processing in our knowledge-driven world.

For more activities and resources, join me for my workshop on Active Reading Strategies at the Annual SPEAQ Convention next November.

Resources for Elementary

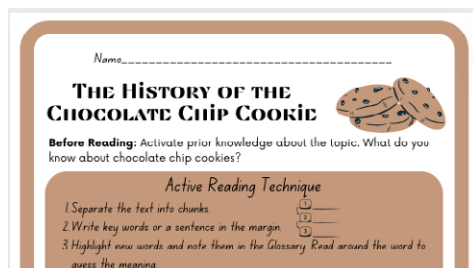


[KWL graphic organizer](#)

Make sure to click on these amazing links

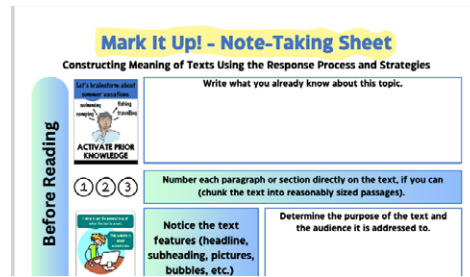


[Active Reading Before](#)

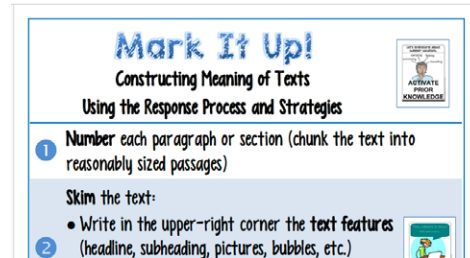


[LES: The History of the Chocolate Chip Cookie](#)

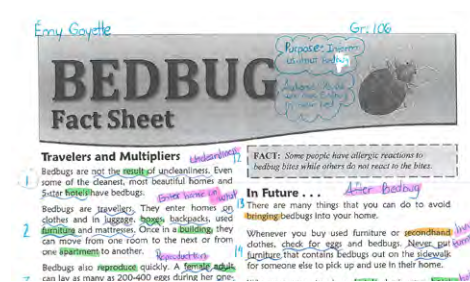
Resources for Secondary



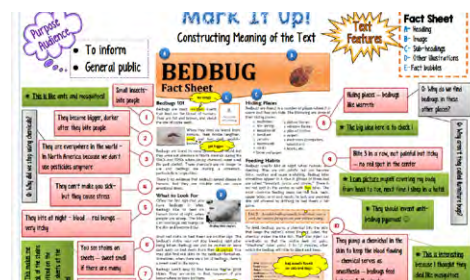
[Mark It Up! Student Note-Taking Sheet](#)



[Mark It Up! Poster](#)



[Student Example](#)



[Mark it Up! Model](#)



[Mark It UP! Explicit Lesson](#)

You can download the Bedbug reading and tasks from the [Teacher Induction Website](#)

The Dynamic ESL Duo



In every edition, Isabelle Giroux and Tanja Vaillancourt will share an idea, a project, a resource. Their main goal has always been to make your teaching relate to the program but also to have FUN in the classroom.

COOL IDEAS for COOL TEACHERS Part 3

How to Sketchnote

Teach your students a new way to take notes so that they remember them. All levels.

Instagram Husband

Great video, perfect to reflect on our desire to be seen. C1, C2 and C3 activities. Well suited for Secondary Cycle Two.

Art Gallery

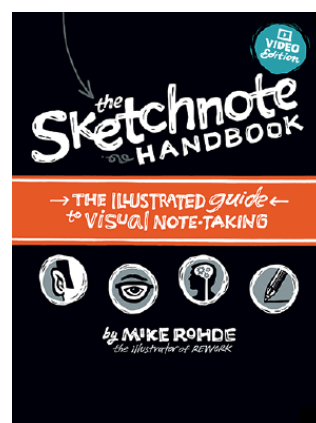
Fantastic C1 activity related to the 100 best photographs ever taken without photoshop. Well suited for Secondary Cycle Two

[Click here](#) for the link to the documents or

Scan here



[Link to Part 1 and 2](#)



New Feature

Say What?

If you are a language nerd, you love learning new words. Here are 10 words for you and your students to include in your next conversations.

Nesh (adjective)

Definition: Weak and delicate, especially susceptible to cold weather.

Sentence: “I’m wearing a few extra layers today because I can be quite nesh.”

Flahoolick (adjective)

Definition: Generous, an exuberant spender.

Sentence: “My flahoolick parents got me the expensive sneakers I’ve been begging them to buy.”

Floccinaucinihilipilification (noun)

Definition: The action or habit of estimating something as worthless.

Sentence: “I managed to get this e-scooter at a great price because of the previous owner’s floccinaucinihilipilification of its actual value.”

Loquacious (adjective)

Definition: Tending to talk a great deal; talkative.

Sentence: “The loquacious student talked for more than ten minutes to answer just one question.”

Persiflage (noun)

Definition: Light and slightly contemptuous banter or mockery.

Sentence: “At first, Nicole was offended by John’s constant persiflage, but later realized John only teased her because he liked her.”

You should know however that although they may be new to you, most of these words are, in fact, centuries old. Ask your students to find new words too.

Triskaidekaphobia (noun)

Definition: Extreme superstition regarding the number 13.

Sentence: “Leslie’s triskaidekaphobia is so severe that she refuses to visit her parents, who live in a thirteenth-story apartment.”

Deliquescent (adjective)

Definition: Becoming liquid or having the tendency to become liquid.

Sentence: “One of the things I hate about ice is its deliquescent nature; it always dilutes my drink and makes it lose its flavour.”

Jentacular (adjective)

Definition: Of, or pertaining to breakfast; specifically, one taken early in the morning or immediately upon waking up.

Sentence: “The Queen likes to take a post-jentacular walk to stretch her legs and take in some fresh air, especially if she has eaten a heavy breakfast.”

Sesquipedalian (adjective)

Definition: Given to using long words.

Sentence: “The professor’s sesquipedalian lecture left students both impressed and confused.”

Bumfuzzle (verb)

Definition: To confuse or fluster.

Sentence: “The complex instructions bumfuzzled the student taking an online driving test.”

Our Top Tips for Parent-Teacher Night

ESL Interactive

Nairy Kazandjian & Sophie Giroux

In every issue, Nairy & Sophie will share useful tips and resources to help teachers spread the love of learning.

It's that time of year again

Parent-teacher nights are a great opportunity for ESL teachers to connect with parents, share students' progress, and build strong partnerships for student success.

Research shows that parental involvement in students' schools has a direct impact on student achievement. There is no denying that when parents are involved, kids do better. Parent-teacher night is our opportunity and our duty to get parents involved. Here are some top tips and valuable resources to ensure a successful parent-teacher night, that builds a confident and mutually beneficial partnership.

PREPARATION IS KEY

I love to tell my students "Fail to plan, plan to fail!" Being prepared will make the evening go more smoothly and help you feel more confident. No matter what our experience is as teachers, we can sometimes get caught off guard by parents' comments or reactions.

Create a Welcoming Environment:

Arrange the classroom to be inviting and comfortable for parents. Display student work to showcase their progress and achievements.

Know Your Students:

As ESL teachers in Quebec, we often have hundreds of students, and let's be honest, sometimes we don't know all their names until Christmas (and even then, we're hoping for a holiday miracle!)

To make sure you are prepared, review each student's progress and prepare specific examples of their achievements and areas for improvement. Print out photos of each student along with their names, grades, and any comments or observations you have. This quick reference will help you navigate the conversations more effectively.

Provide concrete examples of students' progress by



having samples of their work on hand including the rubrics you've used to grade them. These details not only demonstrate your attentiveness but also help parents understand how their child is progressing and what areas may need more focus.

Set Clear Goals:

Discuss specific goals for each student and outline how parents can support these goals at home. Clear, achievable objectives give students a sense of direction, and when parents are involved, it creates a strong support system that extends beyond the classroom. Share actionable steps that parents can take, such as setting aside regular time for reading in English, practicing vocabulary, or encouraging their child to engage in conversations in English. This empowers parents to be active participants in their child's education, reinforcing the skills and habits that will help their child succeed.

BE PROACTIVE

Be proactive, not reactive. Address potential issues early, before they escalate. If you see a student struggling, discuss it in the meeting and suggest strategies to help. By taking early action, you can collaborate with parents to find solutions before problems grow. Remember, it's our responsibility as teachers to inform parents monthly if a student is failing. You should do this via email (Cc your vice-principal), phone, or the school portal.

PROVIDE RESOURCES FOR PARENTS

Inform parents about your remedial periods so they can ensure their child takes advantage of extra support when needed. Additionally, provide useful resources such as online tools, reading lists, and community programs that can enhance language learning at home. By offering these materials, you give parents practical ways to help their child continue developing their skills beyond the classroom.

Homework Choice Boards:

Parents often seek ways to support their child's improvement, and homework choice boards are an excellent tool for engaging ESL students and enhancing their language skills outside the classroom. These boards offer a variety of activities targeting different language skills, allowing students to choose tasks that interest them and match their proficiency level. For parents, choice boards provide a practical way to get involved in their child's English learning. They can help select activities, offer guidance, and even participate in the tasks. With options like reading articles, creating videos, or writing summaries, choice boards cater to diverse learning preferences. Additionally, parents can use these boards to monitor progress and identify areas that may need extra attention.

Here is an example of a Homework Choice board.

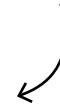
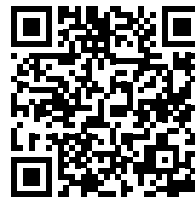
[Here is the link](#) to several homework choice boards. Make a copy and edit it to suit your students' needs.



In conclusion, Parent-teacher nights are a fantastic opportunity to build strong connections with parents and support our students' success. By preparing thoroughly, creating a welcoming environment, and utilizing tools like choice boards and clear goal setting, we can make these evenings productive and insightful. Remember, no matter how experienced we are, a bit of preparation and a proactive approach can make all the difference.

So, as you wrap up your meetings and head to the staff room for a well-deserved break (and maybe a snack or two), remember to take a moment to appreciate the positive impact you're making. Here's to a successful parent-teacher night and the joy of navigating this rewarding part of our teaching journey.

FOLLOW US ON FACEBOOK



Homework Choice Board				
Speaking	Listening	Reading	Writing	Grammar
Talk to a bilingual friend in English for 15 minutes	Listen to a podcast on ListenWise	Read ___ pages from your book.	Write a journal entry using the journal prompts .	Do xx pages from your Grammar worksheets .
Tell your parents what you did today in English .	Watch an episode of your favourite T.V. show in English	Read a blog post on Montreal Blog .	Write a short summary of a T.V episode	Conjugate the verb _____ in the simple present, simple past and future.
Review and study the list of vocabulary words from this weeks unit.	Listen to a Ted Talk .	Read an article from Common Lit or Newsela	Write a descriptive paragraph to describe...	Write a paragraph using (verb tense)

ESL-Interactive.com

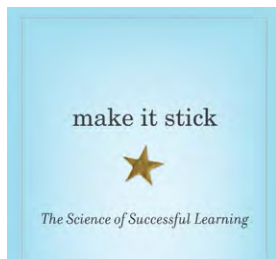
Crazy About Lists

Check Out These Inspirational Links.



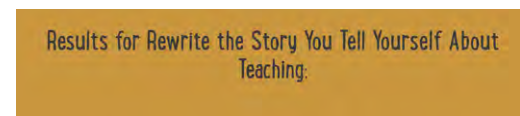
Make It Stick: The Science of Successful Learning

<https://www.cultofpedagogy.com/stick/>



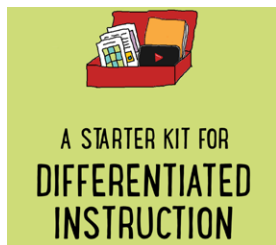
Rewrite the Story You Tell Yourself About Teaching

<https://www.cultofpedagogy.com/?s=Rewrite+the+Story+You+Tell+Yourself+About+Teaching>



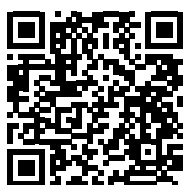
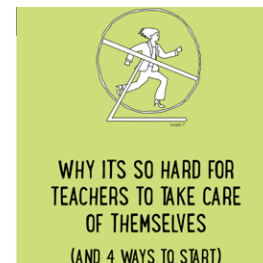
A Starter Kit for Differentiated Instruction

<https://www.cultofpedagogy.com/starter-kit-differentiated-instruction/>



Why It's So Hard for Teachers to Take Care of Themselves

<https://www.cultofpedagogy.com/teacher-self-care/>



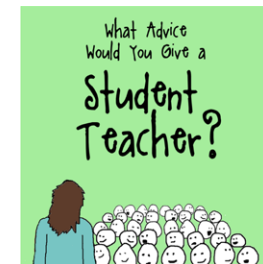
A 5-Second Solution for a Talkative Class

<https://www.cultofpedagogy.com/5-second-solution/>



What Advice Would You Give a Student Teacher?

<https://www.cultofpedagogy.com/student-teaching/>



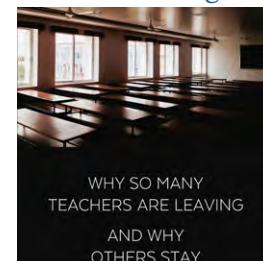
Why We Need to See Each Other Teach?

<https://www.cultofpedagogy.com/open-your-door/>



Why So Many Teachers Are Leaving, and Why Others Stay?

<https://www.cultofpedagogy.com/teachers-leaving/>



New

Feature

The Zen Zone

-Morning Routine- Important Questions To Ask Myself Every Day

Answer
these
questions
every day
for many
weeks and
see your
life
transform.

1. What am I grateful for? Name a few things. Feel how lucky you are to have this in your life.

2. Where am I winning? What is really going well in your life?

3. What do I want to let go of to be and feel happier?

4. What does an ideal day look like? Describe it in detail.

5. What needs to be said about me when I die?

6. What is the most important thing I must do today?

7. What is a quality that I want to showcase today?

8. What does greatness look like?

9. What do I REALLY want?

10. What do I want/need to change?

11. What do I deeply appreciate about my life? My teaching?



Spotlight on Argiro Fintikakis

Elementary teacher - Centre de services scolaire de Laval



What makes you a great teacher?

I teach with my heart. I try my best to make each student feel special. I care about their learning and progress. I take interest in what they have to say, their activities and life experiences. I encourage them to always try their best, especially when they are ready to give up.

How has classroom management changed since you were a student?

When I was a student, I felt teachers were above students; there was a cold authority, control and not much flexibility. Rarely would a student and teacher crack jokes or have a personal connection. Experience has taught me that connections with students, mutual trust and timely feedback have a positive impact on classroom management. Students become more receptive to your teaching and are more willing to engage in learning activities.

How do you engage students and get them excited about learning?

I choose themes that interest students and that I also like. For example, I focus on animals (pets) in grade 3 and in Grade 6, clothes with a focus on brand names and how companies use marketing to reach tweens. We also look at the whole *sneakerheads* craze. I observe what my students like and work with that.

Whether it's adding a song, poem, game or a mini documentary linked to the theme, I always try to add some spice to the lesson!

Where do you get your inspiration?

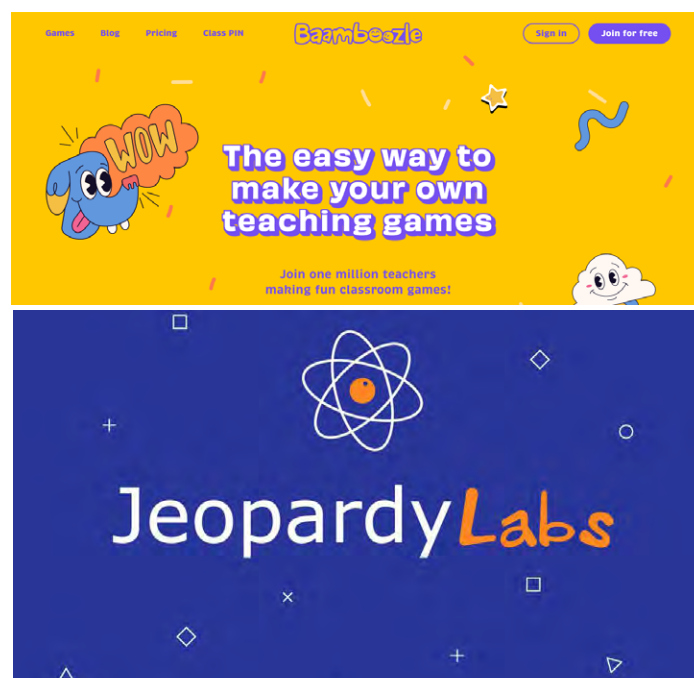
I must admit, my brain never rests when it comes to inspiration! I pay attention to song lyrics, videos, stories, just in case I can use them in a lesson or *Google* the latest teaching methods and ESL activities used by other teachers, for example: using stations in an ESL setting, writing mini books for lower levels to enjoy and differentiating lessons.

What are your favourite activities to teach?

I love activities that get students talking or singing and moving around the class, such as surveys and questionnaires, move-and-freeze songs, "Would you rather...?" games where students gravitate to a corner or perform an exercise. It can be tiring but the benefits are worth it.

What are your favourite resources?

I use a lot of material and LESs created by ESL teachers (from workshops or at SPEAQ). There are some great ideas on Teachers Pay Teachers that I adapt. I also discovered websites such as [Baamboozle](#), [JeopardyLabs](#) and Phonicsman on YouTube (<https://www.youtube.com/c/PhonicsMan>). They are a hit with my students. Discussions with other ESL teachers is a great idea.



What are the biggest concerns kids have today?

I find that at the Elementary level, a child's biggest concern is being valued. More and more, students crave attention and need to feel unique. They want to feel proud of their work.

Did you change your teaching once you had children of your own?

Definitely! I became much more patient with students and their different learning styles and rhythms.

What excites you about teaching?

I like seeing their progress and their smiles when they enjoy a lesson or activity. I also can't wait to hear their latest joke!

What is the hardest thing about teaching?

It is hard to accommodate all levels. There are many in just one group: students that are advanced, those that struggle, those that are unmotivated, those with behavioral problems.

Any wisdom to impact on new teachers?

As hard as it may be, try to learn your students' names.



The greatest challenge you faced as a teacher...

Classroom management is one of my greatest challenges. Each group is different which means I must use different techniques for different ones, from one year to another. I observe other teachers and T. E. S's strategies to improve my own. For example, when a student misbehaves, I ask them: "Did you make the right choice?" "What would have been a better choice?"

I find that using Mozaik to contact parents immediately instead of waiting and hoping things will get better is effective. Usually, parents tell me they are surprised, and I have their support in handling the situation. It's not always perfect, but in many cases, it helps improve the situation.

A picture book you love to use with students is...

Ask any of my students and they will tell you how much I love *Green Eggs and Ham* by *Dr. Seuss*. By the end of the unit, my students know the story by heart!

Your favourite activity to use with students is...

SONGS! They are the magic formula to learn ESL in Elementary. My favourites are early Beatles songs such as *Yellow Submarine* and *Hello Goodbye*, songs about the weather (*I Can See Clearly Now*), *Eat It* by *Weird Al* as an introduction to food and *Wings* by *Macklemore's* songs for Grade 6 when looking at the sneaker craze. Others include theme-related pop songs or ESL specific songs like Super Simple Songs (<https://supersimple.com/super-simple-songs/>) for the little ones or the Action Verb SingAlong on YouTube (<https://www.youtube.com/watch?v=6jwYTzdUVi0>). It is incredible how quickly students of all levels remember the words. I also love to use poems.

The most important lesson you learned about teaching...

Not to be so hard on myself as an ESL teacher, not trying to be perfect - considering our special working conditions! I try to concentrate on small victories with the students. That is the most important!

The best advice you ever received about teaching...

Stop doubting myself as a teacher, even on those more challenging days. My colleagues appreciate what I do for my students and for them when they are in need. In return, I appreciate and am grateful for those kudos. I tell myself that *I am doing a good job!*

Argiro has been teaching since 1996. She teaches at École Jean-Lemondé, in Sainte-Dorothée, Laval. She also has Dysphasia groups.

Spotlight on Peggy Babalis

Secondary teacher - Centre de services scolaire de Laval



What makes you a great teacher?

That is an interesting question. I suppose my students would be better equipped to answer that. I think it is my ability to connect with my students, and the time I take to get to know them personally. I am also constantly learning and experimenting. I am and have been part of many committees such as CAP with my English department, COP Gestion de Comportement, Normes et Modalités etc..., and I go to all the workshops I can. This allows me to constantly evolve in my teaching. I take away from these workshops new and innovative ways to teach that I then incorporate into my planning. The Mark it Up technique (Active Reading) for C2 is a good example of that.

How has classroom management changed since you were a student?

I am participating in a COP: Gestion de Comportement this year and we discuss, share and experiment with various methods of classroom management. Sharing with colleagues has been extremely enlightening. Teaching can be an isolating job, but there is a wealth of information to be shared. The two people who began the COP, Benoit Pelland and Laurence Doré-Prévost, had this idea where teachers could go sit in on other teachers' classes to observe different management strategies. I think this is groundbreaking. Management is a big issue and often leads to teacher's feeling ineffective and burning out. We need to help each other remove the judgement and share our successes and failures. One major thing I learned during my 20 years is that your classroom management has to be planned out as thoroughly as a lesson plan. The expectations need to be clear to you and the students. You must think about every situation. Example: During transition times I expect to see... You need to then show your plan to the students at the beginning of the year and review it at strategic points during the school year.

How do you engage students and get them excited about learning?

They are excited because I am excited. They feed off my energy. They know I love my subject matter so that

motivates them.

Where do you get your inspiration?

I have been lucky in my career to have had the opportunity to work with some amazing people. For the first 15 years I worked on many projects with Christine Baida and her love of ESL inspired me to find my creativity and tap into it. I also look to what is trending or current events such as AI and its role in education and in our daily lives.

What are your favourite activities to teach?

I teach a lesson on points of view. It is a lesson made up of different activities that illustrates how point of view is important when reading a story and how the narrative can change depending on who is telling the story. I also like to find new LESs that I have not worked on in the previous year. I add something new to my global lesson plan every year.

What are your favourite resources?

I like the content on *eslbrains*, *ReadWriteThink*, and *Teacherspayteachers*. I then tweak the lesson to accommodate my students and my time constraints.

What excites you about teaching?

First and foremost, it has to be the students. They are the reason I get up in the morning. Then I would have to say that I am continually learning. I am an eternal student, and that aspect of the job really motivates me.

What is the hardest about teaching?

I would say something that is very challenging today is

the number of students with specific needs in the same class. It can definitely get overwhelming. It requires a lot of organization and follow-up. For example, this year I have 50 students with an IEP. At the start of the year, I created a chart with each of those student's names and the measures that were prescribed in their plan. It helps me keep track and it is also a good way to assess periodically if the students are using those measures and if they are helpful in your specific subject matter.

Which technologies do you use in the classroom?

I like to use Kahoot and other online quiz generators like Quizlet. I also have enjoyed using Nearpod, Google Classroom and Mentimeter. I try to incorporate something in every period.

How did you change since your first years?

I think, like many teachers, I am much more confident in what I am doing. I also make sure that I know where each of my students is starting from when we begin the year and work with them to reach their destination. I don't feel like I need to correct and grade all of their work. Sometimes I just give feedback and note things down on my observation grid.

Any wisdom to impart on new teachers?

Be authentic! It is fine to get inspired by more experienced teachers but don't try to copy exactly what they do. Find your own voice. Know your strengths and weaknesses and work with that.

What motivated you to become an ESL teacher?

I love to learn languages. I speak English, French, Greek and Spanish. I think learning a new language opens us up to new worlds and creates more empathy and understanding. I wanted to be part of that.

The greatest challenge you faced as a teacher... How did you overcome this challenge?

Finding a school /life balance. I spent countless hours working and neglecting other things in my life. I make it a point to not feel guilty about not bringing work home for the weekend. It is still a struggle sometimes, but I work on this every day.

A picture book or novel you love to use with students is...

I use the True Story of the Three Little Pigs for the Point of View lesson. You might be saying a picture book for Secondary 5? I can confirm that they love it. I am a classics junkie so any time I can use a classic, whether it is a novel or short story, I do.

Your favourite activity to use with students is...

I love to do any response process activities. No matter if the students share their responses orally or in writing. I find it interesting to see how they connect personally to texts or listen to opinions on the subject we are discussing.

Your proudest moment as a teacher...

In 2015 I was asked to mentor a particular student who was having difficulty academically and was often in trouble. He did not like school and always had one foot out the door. I was his mentor for three years and in the end, to the surprise of many, this student finished high school with a diploma.

I am also always proud when students contact me after they have graduated and tell me how much I meant to them and how much they appreciated being in my class. There is no prouder moment for me than that.

The most important lesson you learned about teaching...

To never takes things personally. I see many new teachers get very upset over something a student said or a particular behaviour. It is important to remember that they are human and that they are children who are developing. More often than not, their reaction to things has an explanation that has nothing to do with the teacher.

The best advice you ever received about teaching...

Well, it wasn't "don't smile 'till Thanksgiving"! I think the best advice I have ever received was to remember that my students this year will be someone else's student's next year. We need to work as a team with our department to ensure that our students are developing the competencies they need to develop.

Peggy teaches Secondary V students at École secondaire Leblanc. She has been teaching for twenty years.

The Sweetest Part of Being a Teacher

Emmanuel Kokkinis

The Story

It was a morning just like all the others. I was drinking my first coffee of the day, peacefully sitting at my desk in my classroom as my students were walking in, a little smile on their face. At a certain point, I heard: “Chut, chut, c’est pour le prof”. I looked up just to see a few of my students rounding up in front of the classroom door. All of a sudden, they all walked in together, holding up a cake. As the little group headed towards my desk, the rest of the class was looking at us, smiling. I looked at them in awe, not too sure about what was happening. “Is it for me?”, I timidly asked. “It is!”, replied my student joyfully. “I told you I would make you a cake to thank you for everything.” I looked down at the heart-shaped cake just to see these words:



Lastly, I understand that some people might find that popular trends on social media are starting to take too much space in our lives, but if those trends help make people around us happy, why not encourage them? I would much rather see trendy videos of students giving cakes to their teachers, or influencers handing out food to homeless people than of teenagers eating a Tide Pod or trying the very dangerous “Blackout challenge*”.

The cake’s real meaning

So, if this cake was more than a simple TikTok trend, then what was its real meaning? Why did some teachers around the globe receive a cake, and others did not? Why did some students go out of their way to make and give out cakes, and others did not? Three words: student-teacher relationship. Now, do not misjudge my comment; I am not saying that teachers who did not receive a cake are not good at building a solid student-teacher relationship, nor am I saying that students who did not make a cake for their teachers are selfish. I am simply stating that, for a student to get to the point of preparing something special for a teacher, a unique bond had to be previously created. And this is exactly what happened between my students and me.

Teaching is so much more than a 9 to 5 job; it requires time, and I don’t mean the time we take outside our classroom to prepare ourselves, but the time we take to create that bond with our students by talking to them, and more importantly, listening to them. One of the elements of my teaching that I put the most emphasis on is that relationship. Unfortunately, still today, too many teachers focus more on what they have to teach rather than on whom they are teaching it to. Once you show your students that they are just as important as what you are teaching, they will open up to you and that is when the bond begins to create itself. You start building a relationship of mutual trust in which you are able to share and learn together, each contributing to the other’s growth. And that is truly the sweetest part of the profession.

Sorry 4 talking 2 much

At that moment, my heart was filled with joy and gratitude and I thought to myself: “Some of my students actually took from their own time to prepare me a cake to thank me? Wow!”

More than a TikTok trend

A few days later, I found out that this was a TikTok trend known around the world as the “Sorry 4 talking 2 much” cake. This new information could have diminished the happiness that came from what my students did, especially considering they were simply following a trend, but it did not. Let me explain why.

Firstly, trend or not, a group of students still took the time to prepare a cake to thank me for the year we spent together. That, in itself, is pretty heart-warming considering that they were not obliged to do so. In addition, it showed me that some people recognized all the efforts I had put into my teaching since the beginning of the year. In a profession like ours, where we are sometimes taken for granted, this type of recognition is always welcome.

Secondly, since they were filming the whole scene, I decided to do a video montage and share it on social media myself. My video went around our school community on platforms such as Instagram and TikTok and it eventually led to three other teachers from my high school receiving a “Sorry 4 talking 2 much” cake. Thus, the thoughtful gesture that was initiated by my students made even more teachers happy than initially intended, which goes to show how love and kindness can easily spread. This simply adds to the positivity of the whole situation.

Emmanuel Kokkinis works at Félix-Leclerc High School in Repentigny.



*The “Blackout challenge” consists in holding your breath until passing out due to lack of oxygen.

Teaching Besties

Monique Mainella

While casually scrolling on social media, it won't take too long before you find videos and memes about work bestie shenanigans. A work bestie is described as a supportive friendship in the workplace and can be described as a special relationship because of the amount of time colleagues tend to spend together. According to Andrew Naber of Gettysburg College, the average person, over the course of one's lifetime, spends 90,000 hours at work. In the case of teachers, once we have established ourselves in a couple of schools, we are likely to fraternize with the same colleagues for many years. The way I see it, if over my lifetime I'm going to spend more time at work than at home, then it's crucial that I try to contribute to a positive work environment and surround myself with likeminded teachers.

Talking about work with your friends/partner outside of school is fine but the challenges and particularities that come with the teaching profession make it that, truly, only other teachers can empathize, celebrate and relate. This is where the roles and duties of the teaching besties, work-wife and work-husband establish themselves.

Work besties often share a positive bond, one that is noticed by others, even students. **Having work besties contributes to a positive work culture, teacher well-being and provides support, career satisfaction and boosts morale.** The work bestie is the colleague you seek out for a laugh, to vent and to help manage stress levels. **In general work besties make the workplace more fun, they are the ones you text during a meeting, the ones you look for to have lunch with, work on a project or run to when you are privy to a "scoop" of some sort.**

I have three work friends, and we call ourselves in our group chat, the "four amigos", we are not quite sure who came up with that title, but we are four colleagues from very different backgrounds in different stages in our lives.

On the left is Khash Afshar who has been teaching chemistry for 14 years; next is me, the oldest and the one with the most teaching experience; next is Lee Zentner, he has been a math teacher for 18 years and is my educational consultant partner and, finally, the youngest, Marc-Antoine Dubé who has been teaching philosophy for seven years. I'm not quite sure how we became friends, but we most definitely leaned on each other when teaching during the Covid19 pandemic. We have common values when it comes to teaching. We soon discovered that we had a lot to say to each other

about everything. We do tease each other, make fun of each other's faults and insecurities, we get a thrill from the hilarity of our inside jokes surfacing at inappropriate moments. However, we also celebrate our teaching successes and we do get serious about helping each other. When times are tough, Khash is very good at checking in to see how we are all doing.

Of course, in due time our friendship extended beyond our work environment. Our significant others and children know of us and spending time together outside of school is not uncommon. We often comment on how lucky we are to work together. I know that I would have no issue if I had to work 90,000 hours with Khash, Lee and Marc-Antoine.

National Work Bestie Day is Observed on October 18.

Monique Mainella teaches English and is a part-time educational consultant at Collégial Sainte Anne in Lachine. She is also a UQAM lecturer and is the vice-president of SPEAQ.



In the usual order: Khash Afshar, Monique Mainella, Lee Zentner and Marc-Antoine Dubé

Teaching Outside!

Katleen Poulin was interviewed by *Enseigner Dehors* and we took some of her great ideas to inspire you to teach outside. It is easier than you think, and your students will be grateful.



How did you start teaching outside? Do you do it regularly?

I started in the middle of the pandemic when masks were mandatory in class. I did it mainly to facilitate the evaluation of C1. I wasn't sure who was saying what when they had masks on. I then had the idea of bringing them outside where they could speak without a mask!

I took my groups out about once every two weeks and the activities lasted between 10 and 45 minutes.

What are the benefits of going outside with your students?

- **The motivation and enthusiasm of the students.**
When they see me grab my bag or dress to go outside, they know that I have set up a special activity and the excitement grows.
- **Moving and being able to speak louder.**
- **Fresh air and the sun.**
Natural sunlight has a positive impact on me, my students, and our mood!
- **A better relationship.**
I sometimes choose students who are older, but not necessarily strong in English. It boosts their self-esteem! I also enlist Grade 5 students to help me plan activities and give me their opinion. It strengthens my bond with them.

What kind of activities work well?

Mainly C1 that involve short conversations, songs, games, riddles, questions to answer, word associations, grammar rallies, etc.

What are some of your favourites for each cycle?

Cycle 1: What colour is it?

Song previously taught in class with IWB: *What colour is it?*

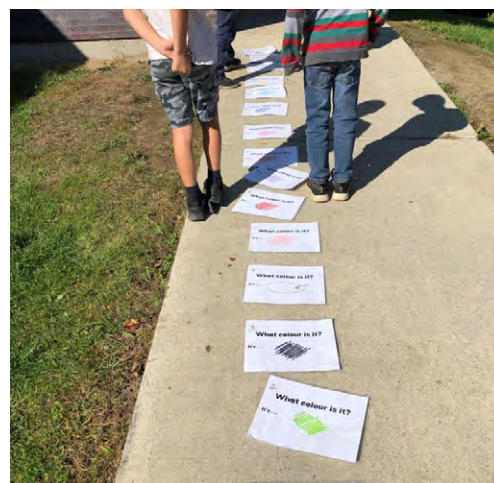
Song of colours for children (What color is it?) by Jack Hartmann on YouTube).

What colour is it? It's *blue*.

Grade 1: write over the word + colour the image.

Grade 2: write the colour + colour the object.

This set consists of 5mm laminated sheets, with magnets on the back and a hole centred at the top. It can therefore be put on the floor, hung on a fence with a pin or shower curtain hooks, or put on a white board. It can also be used to revise colours in Grades 3 and 4.



Cycle 2: What number is this?

Rally to review numbers while walking around.

Provide two sets of cards: 0-20 and 20-100 with a few larger numbers.

This set consists of 5mm laminated sheets, with magnets on the back and a hole centred at the top. It can therefore be put on the floor, hung on a fence with a pin or shower

curtain hooks, or put on a magnetic board. It can also be used to revise numbers in Grades 3 and 4.

- English Numbers 1-100 Chart (FREEBIE) by Funny Miss Valerie | TPT (teacherspayteachers.com) – Free
- Number Flashcards, Handouts, and Worksheets (mes-english.com) – Free
- Online Vocabulary Flash Cards (mes-english.com) – Free



Cycle 3: Canadian athletes

Text Comprehension

Students move around, read the biographies that are scattered outside and transfer the information in the right boxes on their worksheets. When they are finished, they must write a short text about a male athlete and another about a female athlete which they finish during the next class.

Ideas found here: <https://olympic.ca/education/resources>



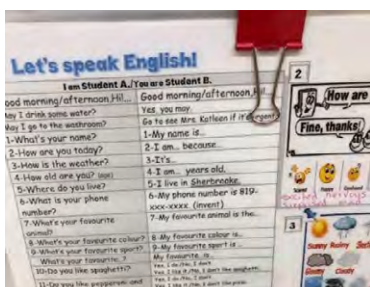
Cycles 2 and 3: Walk the Talk

(Beginning and ending the class)

Students must talk for 5 minutes in teams of 2 and then they switch for another 5 minutes with another partner. I have different list of questions available.

Can be done any season.

[Here](#) are some of the resources:



What are your tips for success? What makes this work?

- For the first outing, prepare a simple activity, one the students have done before.
- Have material ready BEFORE leaving (bins, boxes, paper, clip-on tablets, extra pencils, timers, student list, etc.). I use plastic clipboards as much as possible. I laminate the material used, which is important. I bring a bag to carry all the material. Bring a small whiteboard with erasable pencils to give additional information to the students, if necessary. Bring a few extra sheets and tell students what to do when they are finished.
- Be aware of the weather. Decide whether you still want to go ahead and if so, what can you change? Think of the time of day, the site, special clothes, etc.
- At the beginning, students will think it's recess (outside = recess). The important thing is to explain that it is an English course and that the usual classroom rules apply.
- Time flies faster outside! Remember to bring your cell phone or a bell for countdowns.
- Always inform the secretary if you're going outside.
- Anticipate problems. Have a Plan B or C (places and procedures). Accept that things won't happen exactly like in the classroom! Tolerate a little more chaos and noise.
- Reflect on the activities at the end. Ask students about advantages, likes, Improvements, suggestions.

If you had more time, which activities would you like to do?

I am dreaming of organizing a treasure hunt in the forest behind the school! I would also like to use the baseball field and the bleachers with different stations.



Katleen graduated in 1999 from Université Laval. She began teaching at the Centre de services scolaire de la Région de Sherbrooke in 2000. She loves to try new teaching techniques that can motivate her students and is committed to sharing her knowledge. She often mentors student teachers and participates in the CoP.

“What’s Next? . . .” profiles teachers who have taken the skills and talents from their education career and spun them into something new.

What’s Next? for Tanja Vaillancourt

An Artistic Reset

At 53, I was already playfully telling people I was 55. I have always anticipated things.

I am teacher, I am planner.

My retirement date is two years away and it is already on my mind. I have a great career and still adore it but feel the need for change.

What will my next chapter be?

My mother still works at the age of 75 so I long to continue working as she does. The excitement blends in with a hint of fear.

Will I be able to have another career as fulfilling as this one?

Something at which I am not as skilled?

In another field where I will be a beginner again?

Will it be another career or simply a new part-time job?

This summer, while sifting through end-of-season sales racks, I stumbled upon a cropped light baby blue top adorned with gold and pearl buttons—a Chanel-style delight! It was too short though and showed my belly button. Something I couldn’t wear anymore.

I shared my teenage yearning with a friend: “Sometimes, I wish I could press reset, wear the things I missed. Redo it all.” She smiled, understanding the nostalgia.

Later, at home, I told my son about the top I had not bought, and he asked me a profound question:

“What would you change if you could reset?”

The answer came swiftly—I’d still choose teaching. Teaching isn’t just a profession; it’s my passion. I believe in the power of language and connecting with people. I wouldn’t change much actually. **I know that I am good at putting people together in a room and making them enjoy the moment. That is my superpower!**

Yet, a missing piece tugs at my heart.

An artistic life.

Odd, considering I already infuse creativity into everything around me: clothes, home decor, cooking, making art and even flashy lipstick.



Perhaps all I need is the “Artist” stamp on my job title to feel more complete?

Yearning to work with my hands, I dream of crochet, pottery, macramé, papier-mâché, and baking bread. Art classes promise new horizons.

I also watch countless hours of house tours, loving the inspiration it brings.

Can I become a home designer?

Can I lead workshops in another field that is not teaching?

Can I become a mentor for new teachers?

I feel like a Secondary V student waiting for admission to CEGEP.

I am interested in too many things.

A dear friend sent me this video that hit home.

I am a multi-potentialite.

<https://rb.gy/c35ree> (It is really worth watching if you feel you have many interests)

I shouldn’t stress. I still have two years to figure it out.

For now, I want to infuse the two years I have left at my current job with more creativity. I want to try the things I haven’t tried yet and that have been on my list for a while:

- Use music regularly to uplift or to calm my students
- Initiate a journaling practice
- Teach an irregular verb rap
- Create:
 - a lapbook: <https://rb.gy/k3js5v>
 - one-pager: <https://rb.gy/zd63aw>
 - a match book: <https://rb.gy/mt0q9x>
 - a six-word memoir: <https://rb.gy/zn5p85>
- Create colourful conversation cards
- Change seating plans regularly to allow students to work with everyone in the class.

What is YOUR next move?

News from your SPEAQ IT! SIG

Sandra Laine

The SPEAQ IT! Special Interest Group (SIG) supports all ESL teachers in integrating technology in their ESL classroom.

In 2023-2024, SPEAQ IT! co-chairs Sandra Laine and Nadia Laurendeau hosted an event on April 17 at École secondaire l'Agora in Greenfield Park, Montérégie. We were honored to be joined by Dianne E. Stankiewicz from the RÉCIT national domaine des langues. We also invited Marie-Ève Lapolice, a national RÉCIT colleague from the Arts sector, to share her extensive expertise on the role of artificial intelligence (AI) in education and its ethical considerations.



From left to right: Nadia Laurendeau, Marie-Ève Lapolice, Sandra Laine and Dianne E. Stankiewicz.

At this SPEAQ IT! Day, we welcomed a room full of curious and innovative educators eager to explore the many possibilities of AI in education.

Participants engaged in hands-on activities using various AI tools designed for different creative and educational purposes. They experimented with generating text, images, video, audio, explored the mechanics of machine learning, and even created their own chatbot. It was a fun and interactive experience where participants developed their prompting skills while trying out and having fun testing different tools!

Each activity prompted reflection on key issues related to AI, such as ethical concerns, copyright implications, terms of use, and potential biases in AI algorithms.



Are you interested in trying out some AI tools yourself? Google provides several easy-to-access, no sign-up games that help introduce students to AI concepts:

Odd One Out?: A game on Google Arts & Culture where players detect AI-generated images hidden among real artworks.

Quick, Draw!: An engaging way to understand machine learning by drawing and seeing how well AI recognizes your doodles.

Looking to impress your students with AI? With **Suno**, you can create songs based on class topics, vocabulary, and more, combining creativity and AI in one tool.

Before introducing AI in your school, make sure to review the terms of service for each tool and consult your SSC's policies, such as Loi 25. For additional support, refer to our **Guideline for an Ethical Use of AI**.

Stay tuned for this year's event!

Sandra Laine started her career as an Elementary and ESL teacher in different schools in the Montreal area. In 2007, she became a consultant for the Service national du RÉCIT, *domaine des langues*. She is passionate about finding innovative ways to teach as well as collaborating with teachers in various projects with a focus on accessibility for all. She is the chairperson for SPEAQ IT! and was the recipient of the Keith Boeckner Award in 2018.

Creating Inclusive Classrooms with Universal Design

Mona Tavajohi & Nairy Kazandjian

Universal Design for Learning (UDL) originated in architecture in the 1960s, aiming to create barrier-free environments that accommodate a range of abilities. Rather than retrofitting existing spaces or expecting people to adapt, Universal Design focuses on designing inclusive spaces from the start. While these principles were initially intended to increase accessibility for people with disabilities, they also improve access for everyone. A common example is the sidewalk curb cut, which enhances mobility for wheelchair users, parents with strollers, delivery workers with dollies, and cyclists, benefiting all without detracting from anyone's experience.

Universal design for learning is an inclusive educational approach. It borrows the principles of architectural design without barriers and applies them to education.

“Barriers to learning are not, in fact, inherent in the capacities of learners, but instead arise in learners’ interactions with inflexible educational goals, materials, methods, and assessments.”

Cast (Center for Applied Special Technology)

UDL is a set of principles for curriculum design that gives all students an equal opportunity to learn, no matter their specific learning needs or styles. Implementing UDL in curriculum design means that the needs of all students are considered from the beginning of the planning process and throughout its entirety so that all students can have equal access to all parts of the curriculum. UDL promotes systemic change in school culture by shifting away from the deficit model, which blames personal shortcomings or lack of effort for failures in academic achievement. Instead, UDL focuses on addressing the limitations of the education system and the impact of socio-economic factors.

Key principles of UDL

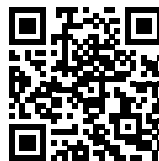
Universal Design minimizes obstacles in teaching, offers suitable accommodations and supports, and upholds high achievement standards for all students, including those with disabilities, learning difficulties, and limited English proficiency. Within this framework, the teacher is viewed as the designer, who must design a curriculum while keeping in mind key principles.

The UDL guidelines, developed by CAST, are organized into three main principles:

Multiple Means of Engagement: To tap into learners' interests, offer various ways to motivate them and keep them engaged in their learning process.

Multiple Means of Representation: To provide information in different formats, ensuring that all students can access and comprehend the material.

Multiple Means of Action and Expression: To allow students to demonstrate their understanding in different ways and encourage them to express what they have learned creatively.



<https://udlguidelines.cast.org/>

To explore more about how you can apply these principles in your teaching practice, visit the UDL Guidelines website. This comprehensive resource provides detailed information on each guideline, practical strategies, and examples to help you get started with UDL in your classroom.

By incorporating UDL into your teaching practice, you can create a learning environment that is accessible and engaging for all students. Whether you're new to UDL or looking to deepen your understanding, the UDL Guidelines website is an excellent resource for all educators.

Remember, implementing UDL strategies can help create a more inclusive classroom where every student has the opportunity to succeed. By anticipating diverse learning needs and planning for them, teachers can better support their students' learning journeys.

SPEAQ's IncluSIG Special Interest Group is dedicated to all things Inclusive Education. We will share our favourite tips and strategies through articles like this, presentations, and social media, drawing on our backgrounds in inclusive education and our experiences in special education. If you have any questions or topics you would like us to explore, please send us an email at inclusigspeaq@gmail.com.

Nairy Kazandjian is an ESL Special Education teacher and content creator. Her love for English language arts led her to earn an undergraduate degree in English Literature. She then pursued a bachelor's in education to share her passion with others. As an ESL teacher, Nairy believes in using relatable and authentic material to connect with her students. To deepen her expertise in effective classroom instruction and inclusive practices, she completed a master's in education. Currently a PhD student at the Université de Montreal, she researches positive psychology interventions and applies them to teaching units. All of this informs the educational content she shares with you.



Nairy Kazandjian



Mona Tavajohi

	Design Multiple Means of Engagement →	Design Multiple Means of Representation →	Design Multiple Means of Action & Expression →
Access	Design Options for Welcoming Interests & Identities (7) → <ul style="list-style-type: none"> Optimize choice and autonomy (7.1) > Optimize relevance, value, and authenticity (7.2) > Nurture joy and play (7.3) > Address biases, threats, and distractions (7.4) > 	Design Options for Perception (1) → <ul style="list-style-type: none"> Support opportunities to customize the display of information (1.1) > Support multiple ways to perceive information (1.2) > Represent a diversity of perspectives and identities in authentic ways (1.3) > 	Design Options for Interaction (4) → <ul style="list-style-type: none"> Vary and honor the methods for response, navigation, and movement (4.1) > Optimize access to accessible materials and assistive and accessible technologies and tools (4.2) >
Support	Design Options for Sustaining Effort & Persistence (8) → <ul style="list-style-type: none"> Clarify the meaning and purpose of goals (8.1) > Optimize challenge and support (8.2) > Foster collaboration, interdependence, and collective learning (8.3) > Foster belonging and community (8.4) > Offer action-oriented feedback (8.5) > 	Design Options for Language & Symbols (2) → <ul style="list-style-type: none"> Clarify vocabulary, symbols, and language structures (2.1) > Support decoding of text, mathematical notation, and symbols (2.2) > Cultivate understanding and respect across languages and dialects (2.3) > Address biases in the use of language and symbols (2.4) > Illustrate through multiple media (2.5) > 	Design Options for Expression & Communication (5) → <ul style="list-style-type: none"> Use multiple media for communication (5.1) > Use multiple tools for construction, composition, and creativity (5.2) > Build fluencies with graduated support for practice and performance (5.3) > Address biases related to modes of expression and communication (5.4) >
Executive Function	Design Options for Emotional Capacity (9) → <ul style="list-style-type: none"> Recognize expectations, beliefs, and motivations (9.1) > Develop awareness of self and others (9.2) > Promote individual and collective reflection (9.3) > Cultivate empathy and restorative practices (9.4) > 	Design Options for Building Knowledge (3) → <ul style="list-style-type: none"> Connect prior knowledge to new learning (3.1) > Highlight and explore patterns, critical features, big ideas, and relationships (3.2) > Cultivate multiple ways of knowing and making meaning (3.3) > Maximize transfer and generalization (3.4) > 	Design Options for Strategy Development (6) → <ul style="list-style-type: none"> Set meaningful goals (6.1) > Anticipate and plan for challenges (6.2) > Organize information and resources (6.3) > Enhance capacity for monitoring progress (6.4) > Challenge exclusionary practices (6.5) >



RASCALS Colloquium

June 3 and 4, 2024

FUN &
GAMES

Auberge du Lac-à-l'Eau-Claire

Deciding to organize RASCALS wasn't a difficult decision. The Lévis team loved hosting twice previously, so why not do it again? However, it was only with the incredible support of Maria at SPEAQ, our incredible steering committee, and the steadfast backing of our sponsors, that we were confident we could handle the task.

Our third time hosting focused on "Fun and Games" and on showcasing the innovative ways CEGEP ESL teachers are bringing their classrooms to life. While incorporating games into English teaching is fundamental at the Cégep de Lévis, hosting RASCALS allowed us to share this passion with colleagues across Québec. Supporting our peers' pedagogy through RASCALS filled us with pride, and learning about their classroom practices has no doubt been beneficial for us in return.

Beyond this, RASCALS provides us all with a chance to connect and to have fun. We particularly enjoyed adding our own touches to the event, such as the AVENUES Pub Quiz, the photobooth, and of course, the banquet and late-night dancing! Organizing RASCALS helps the CEGEP ESL community continue to connect and allows the organizers to contribute meaningfully to their community, but it also guarantees a lot of fun! The Lévis team is immensely proud of having helped organize such a wonderful event and if your CEGEP volunteers to organize RASCALS too—you won't regret it!

Yours truly,
Meredith Lees

2024 RASCALS Hosting Committee members,
Derek White, Jason Brunwald, Jérôme Loisel and Meredith Lees

Daniel Boulerice & Martin Roy, RASCALS steering committee members, are grateful to the Lévis team for stepping up to the plate again this year. A heartfelt THANK YOU for hosting another incredible RASCALS Colloquium! A big thank you goes out to our amazing sponsors for their support and contribution



THANK YOU TO OUR
AMAZING RASCALS
SPONSORS!



AVENUES
ERPI-ELT

RASCALS Pub Quiz winners!

My Journey from Accounting to Teaching English

Mathilde Proteau



It's fascinating how a seemingly small decision can set in motion a chain of events that reshape one's entire life. This is what happened to me at the beginning of my fourth year of CEGEP in accounting and management.

As my seventh CEGEP session approached, I was faced with the decision of either taking a second standard English class or substituting it with a tutoring class due to my good performance in the subject.

Intrigued by the latter, I opted for the tutoring, driven by my deep affection for the English language and a curiosity about its potential paths.

After a few weeks of learning how to deliver concise lessons to students, I found myself tutoring two students. For about ten weeks, I sat down with these students and helped them develop their skills to be more proficient in English. Little did I know that this marked the inception of a more significant journey.

Around the same time, I confided in my school guidance counselor about my waning interest in accounting and management. I remember expressing to her how I missed personal connections and having meaningful interactions with people, attributes I found in the tutoring class. The counselor suggested that, given my passion for English and teaching, why not consider pursuing a degree in Teaching English as a Second Language?

Surprisingly, I had not considered this option before. That very night, I went on my computer to research the degree and its prerequisites. A year later, I found myself enrolled in the B-ALS program at Université Laval, feeling better than ever about my career choice. Although my first internship had not commenced yet, the anticipation of immersing myself in a classroom, interacting with students and experiencing the art of teaching filled me with excitement.

The first day of my practicum was a mix of both nerves and anticipation. We had arrived almost an hour early, my dyad partner and I, to make sure we would be on time. I was so ready to start my first day as a student teacher and discover what teaching had in store for me.

The first internship day was very slow. Despite playing a passive role as an observer and taker of notes, I felt a profound connection with the profession. That evening, as soon as I came back home, I shared with my mother how fantastic my day had been and how I instantly knew I was exactly where I belonged.

Week after week, I came back to the school where I was doing my internship and took page after page of notes. I even got the chance to visit an English class with students with ASD, which showed me that there were many possibilities for teaching English. As the weeks went by, I became more comfortable going to the front of the class to correct activities and teach students certain lessons the teacher had planned.

A pivotal moment came when my cooperating teacher asked my dyad partner and me to invent an activity related to a chapter in the students' workbook. Following his request, we created a unique Taboo game about spooky words for students to get more familiar with the horror unit in their book. It was a big success! This positive reaction to an activity we had created sparked the desire to contribute even more to their learning experience.

As the internship concluded after ten Mondays, it marked not an end but the beginning of an extraordinary journey. The decision to embrace a new career choice, teaching English as a second language, sparked by a seemingly inconsequential choice in CEGEP and helped by my first practicum experience, became the catalyst for a fulfilling and rewarding chapter in my professional life.

Mathilde is currently in her second year in the Teaching English as a Second Language program at Université Laval. She takes pride in her role as the Finance Vice-Coordinator in the B-ALS student association. She has plans to study abroad during the Winter session of 2024 to expand her knowledge of South Korean culture. She is passionate about learning, but most importantly teaching.

One Year of Substitute Teaching: Reflections and Insights

Florance Moreau

I am about to begin my fourth and final year in the BEALS program. I have been working as a substitute teacher for a little over a year.

I began shortly after my second practicum ended in February 2023. During this time, I have grown more comfortable in my role as a teacher, easily adapting to the various challenges I faced. I have been able to put into practice most of what I am learning from university courses, practicums and the online teaching community. From all of this, my teaching methods and approaches to teaching have continuously improved. I wanted to highlight some areas which have made a substantial difference in how I now approach substitute teaching.

Effective Self-Presentation and Student-Teacher Relationships

This year, I began using a Google Slides presentation to introduce myself when substitute teaching. This idea came from my pedagogy class, where we were asked to prepare an interactive presentation for our upcoming third practicum. I realized that it could also be beneficial during substitute teaching. Initially, I struggled to connect with students. I limited my introductions to my name, a hangman game and maybe a mention that I was an English teacher. I didn't seek common interests with the students. I realized that with a short interactive presentation acting as an icebreaker, I could quickly create a relationship with my students for the day.

To make my presentation interactive I use the following elements:

- A Hangman game
- Ask students to guess what university I go to, using a photo and the logo
- Ask them vote for the type of teacher they think I will be
- Share some of my favourite books, movies and video games
- My rules

As with everything else I try, I had to learn from my mistakes and adapt. I learned that when talking about my favourite things, students would want to talk about their favourite things too and that it could take a while before



we could move on. When the teacher did not leave work, it served as a good filler and opportunity to learn more about the students.

I also learned that setting my expectations really helps, as I can give reminders to students when they are misbehaving or being disruptive. Visual support is key. By making my presentation interactive, colourful, personalised with some unexpected twists and animations, students are really engaged and it's much easier to create a student-teacher relationship for the rest of the time I spend with them.

Quick Seating Charts and Classroom Management

During my third practicum, my cooperating teacher emphasized the importance of using seating charts for classroom management. Returning to substitute teaching, I was more aware of this issue. I began taking some time at the beginning of class to create a quick seating chart with a pencil and paper and filling it up when taking attendance. This allowed me to learn the students' names before any issues came up. In the past, I didn't do this because I considered it to be a waste of time. I have observed that students take you more seriously and tend to misbehave a lot less when they know that you know their name.

I see substitute teaching as doing micro-practicums. You get to learn from your mistakes without the stress of being observed or getting evaluated. You get to start every day fresh, better equipped than the day before and slowly but surely you improve. I couldn't recommend it enough to any aspiring teacher looking to gain practical experience and build their confidence.

Florance Moreau is a fourth-year BEALS student at Laval University. She is working part time as a substitute teacher for the CSSDD (Centre de services scolaire des Découvreurs).

ESL Teacher in the Making

Gabriela Olivari

My first practicum in an Elementary school in January 2023 was eye-opening, wonderful, and fun. I had a kind and positive co-operating teacher, and it made a huge difference.

This teacher allowed me to experience what life can be like for an Intensive ESL teacher. He was honest about the realities of teaching. Teaching not only involves being in class with the students, but it also entails recess supervision, helping students after class, preparing classes, and ultimately finding a balance between your work and your personal life. It is about so much more than just following the curriculum.

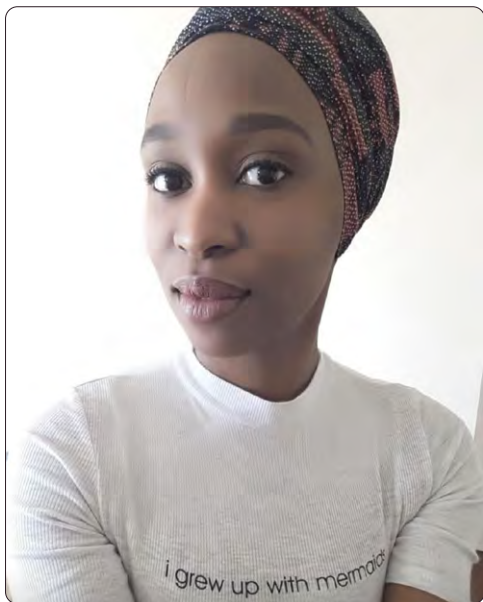
Being a teacher is also being a guide, a cultural facilitator, and a positive presence in the students' lives. It is important to create a safe and fun environment for the students to be in when they come to your class. It is also important to speak English all the time. By doing so, the students will associate you with the language. With younger students, having images and realia can help you a lot when you are trying to communicate in English. A good idea, especially for younger learners, is to use a hoola-hoop (that is kept on the floor in a corner of the class, for example) and when students are struggling (or in any other emergency), they can go and stand in the hoop to speak French with you. Something that was really reinforced after my first practicum: always try English first!

Even though it was more of an observation-based internship, my cooperating teacher planned a few activities for me to teach. After each one, I would reflect on what went well, what could be improved or what I could have done differently altogether. I tried my hand at classroom management, explaining grammar rules and answering students' questions. I gave it my best with clear, simple, and concrete instructions. When students talked while I was giving instructions, I felt at ease asking them to stop. At first, it was trickier to get the students' attention as I was not their "regular" teacher, but eventually, they treated me with respect and were even excited when they got to participate in our activities. Another great trick I learned was to take the time to learn what interests them and to include those in my lessons. For example, if they enjoy video games, you can create lessons using Gimkit.

I learned that teaching is about listening, being available for the students, being present with them and ultimately showing them that learning, and English, are fun. Preparation is key, but it is also about how important it is to make the material appealing for the students. Lastly, classes do not go as planned most of the time, so it is also important to have backup plans. Many of them!



Born and raised in Lévis, Gabriela knew from a young age that she wanted to be a teacher. Besides being a student at Laval University, she is a lover of books, traveling and spending time with her family (including her dog, Chewy). Qualities that describe her: hard worker, perseverant, kind, caring, patient, and creative. She loves iced coffee!



Danielle D. Mavounia

I often say: “You teach with your personality”. Therefore, I hope to mature yet stay the same woman I am today. I want to show students that I’m interested in their success so that they will be too. I want to stay playful and interested in a positive relationship with my students. As a more mature and experienced teacher, the advice I would give my younger self would be to work towards the goals I set for myself, not to be content with the status quo. To keep learning.

Noémie Roy

I have one thing to say: stop doubting yourself and accept that you will make mistakes! Doubting yourself will only make it harder for you to accept the fact that you are a good teacher. This is not a competition anymore, be yourself and learn from your errors to become better. Bring all your passions to teaching and take your students’ learning to heart. Believe in them, and they will believe in themselves.



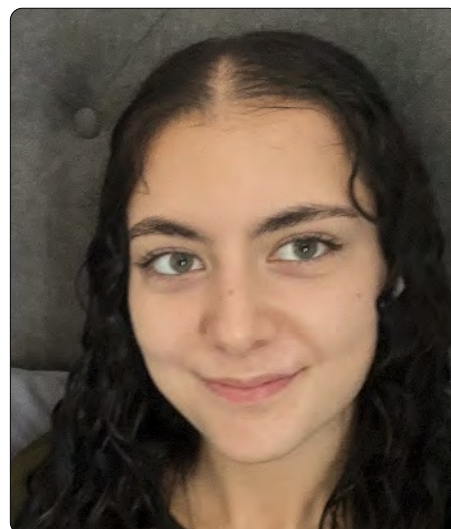
What is the best advice you would give to your younger self?

We asked a few UQÀM students this important question. Here are their very insightful answers. You are sure to be inspired.

Milena Tohme

Strive to be the teacher you’ve always needed. Growing up, not every teacher made an impression on me, but those who genuinely cared truly stood out. They didn’t just teach; they inspired. They made me excited to come to school, eager to learn, and willing to engage. These teachers were more than educators, they were mentors, supporters, and positive forces in my life. They taught me the value of kindness, patience, and creativity in the classroom.

Keep that spark of enthusiasm alive. Remember, teaching is not just about sharing knowledge; it’s about shaping lives. Be patient, be generous, and always be ready to listen and adapt. In short, never forget the power of a teacher who cares deeply about students’ success and well-being.





Khalida Herda

Embrace the challenges of teaching as opportunities for growth. Prioritize self-care, exercise, healthy eating, and restful sleep. Build positive relationships with students, colleagues, and parents, and create a supportive environment for learning. Reflect on your teaching practices regularly, and celebrate your achievements, big or small. Remember that you're making a difference in shaping the future of your students.



Nour Badrie

Prioritize patience and self-care. Teaching is a demanding profession and requires a lot of dedication, energy, and attention to detail. I have heard many stories of teachers burning out because they didn't take care of themselves. Balancing work responsibilities with personal well-being is not something we learn in school. To have long-term success and fulfillment in the field you must push yourself to take time off for yourself. A day at a spa, a road trip, a trip to your parent's house, all of these are examples of ways you can improve your well-being by simply taking care of yourself and doing the things you want.



Kalista Puvirajasingam

Show confidence

Speaking in front of a class can be nerve-wracking, but if you appear confident, you can effectively engage your students and convey your message with clarity and authority. Confidence is contagious, and when students see you're confident, they will feel inspired by your knowledge and presence. Additionally, creating a strong rapport with students can help alleviate nerves and establish a supportive learning environment. Building meaningful connections through active listening, empathy, and positive reinforcement creates a sense of mutual respect and trust between you and the students.





NOTICE OF ASSEMBLY: ANNUAL GENERAL MEETING CONVOCAÇÃO À ASSEMBLÉE GÉNÉRALE ANNUELLE

All members of SPEAQ are hereby convened to the Annual General Meeting to be held at 7:45 on Saturday, November 23, 2024, at the Hilton Quebec.

Tous les membres de la SPEAQ sont convoqués à l'Assemblée Générale Annuelle qui se tiendra à 7h45, le samedi 23 novembre, 2024 au Hilton Québec.

A continental Breakfast will be served at 7:30 / Un petit-déjeuner continental sera servi à 7h30

AGENDA / ORDRE DU JOUR

1. Call to order by the President / Ouverture de l'assemblée
2. Approval of the Notice of Assembly / Approbation de la Convocation d'assemblée
3. Nomination of Assembly Chair and Secretary / Nomination du président et secrétaire de l'assemblée
4. Adoption of the Agenda / Adoption de l'ordre du jour
5. Reading, correction and approval of the minutes of the Annual General Meeting of Saturday, November 11, 2023. / Lecture, correction et approbation du procès-verbal de l'Assemblée générale du 11 novembre, 2023.
6. Elections / Élections
 - 6.1 Nomination Committee Report / Rapport du comité d'élection
 - 6.2 Nomination of Election Chair, Secretary and Scrutineers / Nomination du président d'élection, secrétaire et scrutateurs
 - 6.3 Elections to Vacant Posts / Élections aux postes vacants
7. Directors' Reports / Rapports des administrateurs
 - 7.1 Presidency / Présidence
 - 7.2 Vice-Presidency / Vice-présidence
 - 7.3 Convention / Congrès
 - 7.4 Publications / Publications
 - 7.5 Secretariat / Secrétariat
 - 7.6 Technologies / Technologies
 - 7.7 Special Interest Groups (SIGs) of SPEAQ/Groupes d'intérêts particuliers de la SPEAQ
 - 7.8 Finance / Finances
 - 7.8.1 Auditor's report for the fiscal period ending December 31, 2023 / Rapport des vérificateurs pour la période fiscale se terminant le 31 décembre, 2023
 - 7.8.2 Financial status / États financiers
 - 7.8.3 Annual dues for 2024-2025/ Cotisations annuelles pour 2024-2025
 - 7.8.4 Appointment of an accountant for the 2025 fiscal year / Désignation du comptable pour l'année fiscale 2025
8. SIGs Reports / Rapport des Groupes d'intérêts particuliers
 - 8.1 RASCALS
 - 8.2 IntenSIG
 - 8.3 DEESL
 - 8.4 IncluSIG
 - 8.5 SPEAQ IT!
9. Presentation of the Board of Directors for 2024-2025 / Présentation du Conseil d'Administration pour 2024-2025
10. Adjournment / Levée de l'assemblée

Minutes of the Annual General Meeting of SPEAQ

Saturday, November 11, 2023

45

23-01 Call to Order by the President

Christine Baida, President of SPEAQ, opened the meeting at 7:46

23-02 Approval of the Notice of Assembly

After ascertaining that members had received the Notice of Assembly within the prescribed period and that there was quorum, the President confirmed the opening of the Annual General Meeting.

Motion *Bruno Gattuso, seconded by Cindy Stern moved that the Notice of Assembly be approved.*

Motion carried

23-03 Nomination of Assembly Chair and Secretary

Motion *Nadia Laurendeau, seconded by H el ene Duguay, moved that Jos e Pinard be nominated as Chair and that Dianne Elizabeth Stankiewicz be nominated as Secretary of the Assembly.*

Motion carried

23-04 Correction to the Agenda

23-04.01 Adoption of the Agenda

Jos e Pinard presents the agenda as shown and as posted in the SPEAQ Annual Report, and on the SPEAQ website.

Motion *Gabriel Sperneac seconded by V eronique L etourneau moved that the agenda be accepted.*

Motion carried

23-05 Reading, correction and approval of the minutes of the Annual General Meeting of Saturday, November 19, 2022

The Chair reminds members that these minutes are found on pages 26 to 30 of the 2022-2023 Annual Report. The person who seconds the minutes must have attended last year's AGM.

Correction to be made to the 2022 minutes: 22-07

Directors' Reports

7.7 Special Interest Groups (SIGs): Voula Plagakis

INCLUSIG: Newsletter in SPEAQ News

– Mona Tojahovi, chair Should read Mona Tavajohi

Motion *Bruno Gattuso seconded by Marie-France Dorval, moved that the minutes, as corrected, of the Annual General Meeting of Saturday, November 19, 2022, be approved.*

Motion carried

23-06 Elections

6.1 Nomination Committee Report

Bruno Gattuso, Chair of the committee, presented the report.

23-06 He pointed out that the *Notice of elections* to the Board of directors of SPEAQ had been posted on the SPEAQ website.

Four (4) positions were up for election, each for a two (2)-year term.

REPORT

The notice for the positions to be filled on the Board of Directors was posted on the SPEAQ Website within the time limit prescribed by the Constitution. Ten (10) days before the Annual General Meeting, which was the deadline, four (4) nominations were received. The period for nominations is now closed, the following people are declared elected by acclamation to the Board of Directors. They are:

- **Christine Baida**
- **Teresa Capparelli**
- **Gabriel Sperneac**
- **Isabelle Giroux**

Motion *Bruno Gattuso, seconded by Cindy Stern moved that the report be accepted.*

Motion carried

6.2 Bruno Gattuso will not be completing his mandate on the SPEAQ Board of Directors. The Board of Directors will recruit someone to complete his mandate. This nomination will be ratified at the 2024 AGM.

23-07 Directors' Reports

Each member of the Board of Directors presented their portfolios.

A visual presentation (PowerPoint) illustrated the impressive range of activities carried out throughout the year by each director.

7.1 Presidency: **Christine Baida**

- Duties associated with the portfolio
- Networking with RREALS, RCCPALS, CASLT, LEARN
- Networking with other TESL associations across Canada
- Collaboration with the Ministry of Education
- Involvement in supporting teacher training
- Submitting for subsidies from Heritage Canada

7.2 Vice-presidency: **Monique Mainella**

- SPEAQ on Campus: Three events: UQAM (Montreal); UQAT (Abitibi-T emiscamingue); Sherbrooke U
- Grants and Special Projects: Five Teachers, three TESL Student Convention Grants given
- Awards: Five awards were given at the Awards Ceremony
- Other Projects and Affiliations

7.3 Convention director: Heather Moores

- Organizing the convention
- Negotiating contracts pertaining to keynote speakers, facilities, sponsors, and exhibitors
- Recruiting volunteers
- Setting up the schedule and overseeing the smooth running of convention

7.4 Publications: Tanja Vaillancourt

- Recruiting collaborators for articles
- Organizing articles, ads and other relevant elements
- Publishing SPEAQ News (three issues yearly)
- Publishing the Back-to-School special edition magazine

7.5 Secretariat: Bruno Gattuso

- Preparing agendas of Board meetings
- Writing the minutes of the Board meetings and making them available to members
- Keeping the Book of Resolutions up to date
- Updating the Policies and Procedures Manual
- Overseeing the elections

7.6 Technologies: Gabriel Sperneac

- Leading the Gamification committee for the convention
- Researching tech-related tools for convention
- Setting up the recording of sessions for the convention
- Managing social media platforms

7.7 Special Interest Groups (SIGs): Voula Plagakis**Five Special Interest Groups duly constituted and operational**

- DEESL: Emilie Racine and Dianne Elizabeth Stankiewicz, co-chairs
- INCLUSIG: Newsletter in SPEAQ News – Mona Tavajohi, chair
- INTENSIG: Spring Gig and convention workshops – Elizabeth Alloul and Kellylee Bourget, co-chairs
- RASCALS: Colloquium – Daniel Boulerice, chair
- SPEAQ-IT! Sandra Laine and Nadia Laurendeau, co-chairs

7.8.2 Financial status as of October 31, 2023

SPEAQ's financial situation is healthy, but the expenses have gone up following the rise in cost of living. Members can consult SPEAQ's Annual Report for a detailed view of finance numbers.

7.8.3 Annual dues for 2023-2024

Motion *Teresa Capparelli, seconded by Nadia Laurendeau moved that SPEAQ membership dues for 2023-2024 be maintained at \$20 plus taxes for regular members and \$10 plus taxes for associate members.*

Motion carried**7.8.4 Appointment of an accountant for the 2024 fiscal year**

Motion *Teresa Capparelli, seconded by Elizabeth Alloul, moved that the accounting firm Alain Berthiaume, CPA inc. be appointed as accountant for the 2024 fiscal year.*

Motion carried

Motion *More detailed information about all the portfolios can be found in the 2022-2023 Annual Report.*

Christine Baida, seconded by Cindy Stern, moved that reports be accepted.

Motion carried**23-08 Presentation of the Board of Directors for 2023-2024**

José Pinard, Chair of the Assembly, presented the new Board of Directors for 2023-2024.

Christine Baida
Teresa Capparelli
Tanja Vaillancourt
Monique Mainella
Voula Plagakis
Gabriel Sperneac
Isabelle Giroux

23-08 Adjournment

Motion *All the points on the agenda having been covered, José Pinard, seconded by Daniel Épinat moved that the meeting be adjourned.*

The meeting was adjourned at 8.27

Dianne Elizabeth Stankiewicz
Secretary of the Assembly

23-07.1**7.8.1 Accountant's report for the fiscal period ending December 31, 2022**

Teresa Capparelli presented the accountant's report as it appears on pages 23 – 25 of the 2022-2023 Annual Report.

Motion *Teresa Capparelli, seconded by Ariella Pardo moved that the accountant's report for 2022 be accepted.*

Motion carried

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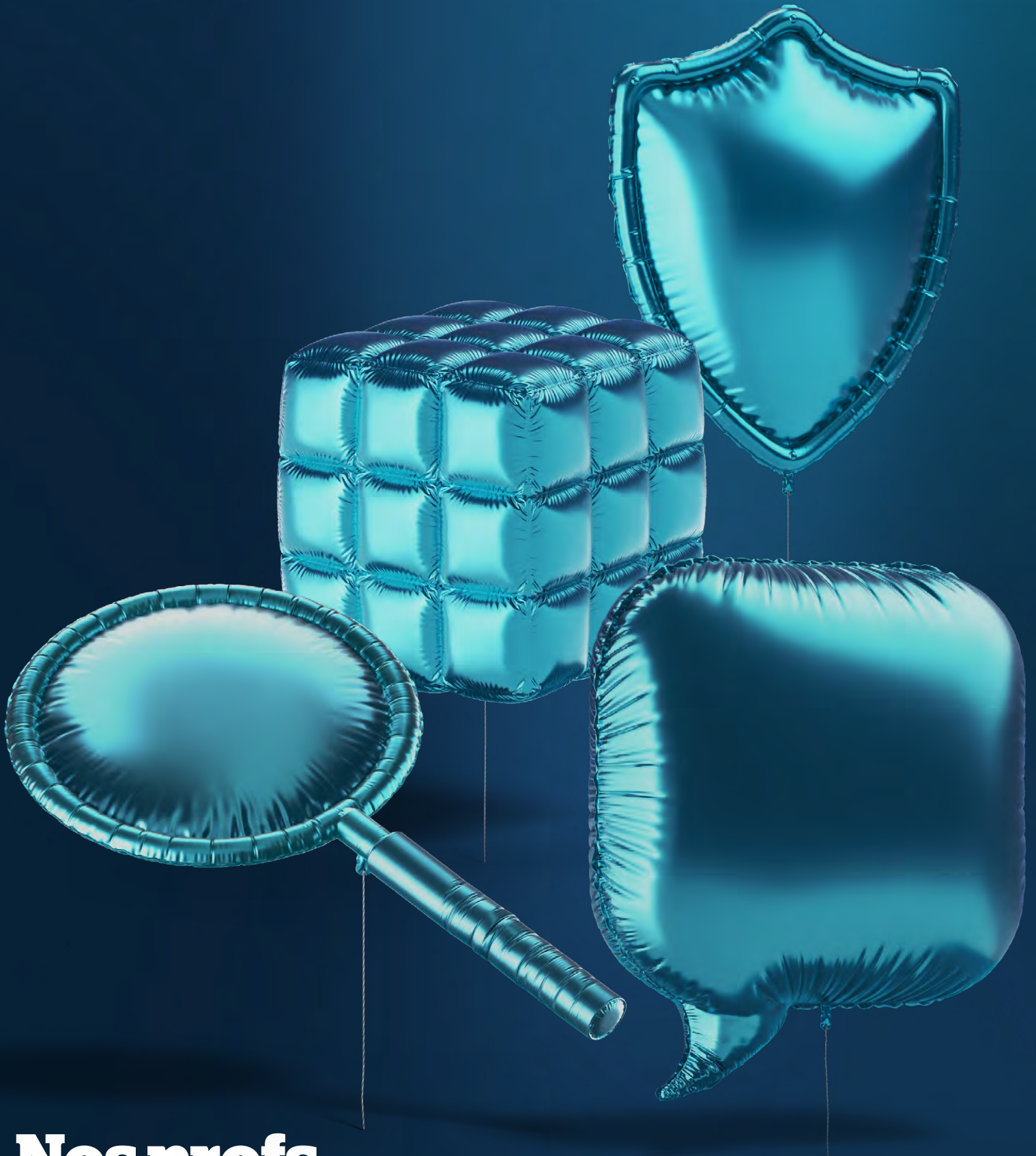


beneva

**> Alléger la vie de
nos profs, c'est
notre devoir.**

FSE
FÉDÉRATION
DES SYNDICATS
DE L'ENSEIGNEMENT
CSQ

CSQ
Centrale des syndicats
du Québec



Nos profs,

NOTRE DEVOIR.