



English Parents' Committee Association



IN THIS ISSUE

PRESIDENT'S MESSAGE

The school year winds down.

ARTICLES

The Big Picture - Artificial Intelligence and
the Future of Education
Summer School Programs
- Quebec English Schools

ARTICLES

Strategies for Children to Achieve
Success Despite Experiencing Failure

INFORMATION

Quebec Exam Schedule

PARENT RESOURCES



Katherine Korakakis is the President of the English Parents Committee Association (EPCA). In addition to this vital role in the Quebec educational sector, Katherine has spent most of her life working alongside start-ups in various verticals. For 10 years, she was responsible for the development of entrepreneurial initiatives and projects under the Youth Entrepreneurship Challenge, a Youth Secretariat program of the government of Quebec. Katherine is Head of Entrepreneurship at ProMontreal Entrepreneurs (PME), an early stage VC fund that has been around for 22 yrs, and is currently the vice-president of PME MTL Centre-Ouest and on the investment committees of PME MTL Centre and PME MTL Centre-Ouest. Katherine has also authored and co-authored guidebooks on entrepreneurship education and has served on the Boards of numerous corporations.

President's message

The school year winds down.

Dear Parents,

Here we are at the home stretch. Summer is right around the corner! It is a time for reflection over a great year for our students and a moment to take a breath as we enjoy the warm weather and the break that is about to come for our children.



That being said, we at EPCA have not slowed down. We launched a province-wide consultation on Bill 23: An Act to amend mainly the Education Act and to enact the Act respecting the Institut national d'excellence en éducation. We will compile all the reports we received from our stakeholders and build a comprehensive brief based on what we learn. We will submit this brief to the Minister of education in an effort to ensure that the voice of English parents is heard.

In tragic news, a child was struck crossing the street at her school and she remains in critical condition. As we have been doing for the past several months, EPCA will continue to advocate strongly for safe streets around schools. The government must listen!

This month's newsletter highlights the future of education with the influence of Artificial Intelligence as described in a guest article by our colleague from LEARN. We are also pleased to provide additional resources for parents to help close out the school year and transition into summer school, if necessary.

In closing, the new student ombudsman law comes into effect on August 28th. EPCA will hold a workshop for parents to explain the new complaints procedure. And finally, our newsletter in August, which will have all the information you will need regarding school governance... look out for that special issue.

Thank you to all our parents and supporters. Have a great remainder of the school year.

THE BIG PICTURE

Artificial Intelligence and the Future of Education

Dr. Michael Canuel, CEO, LEARN

In case some of you have not heard yet, there is a platform on the Internet called ChatGPT, and it is among the first of its kind to be so readily accessible to the general public.

Here is how it operates. Think of a conversation you may have with some know-it-all you have come across who knows pretty much everything. Put in the simplest of terms, you log in, and once onto the platform (it is that easy), you can start a chat with Artificial Intelligence. Ask ChatGPT a question, and it will answer it for you.

It sounds like a simple Google search or a search on any other search engine, and you are close to the mark. However, it can do much more than answer a question. Ask ChatGPT to write an essay for you on a particular topic, and it will do it. Not only will it do it, but it will also likely do it better than the teacher. You are having homework problems. No problem. It will answer your question, solve your problems, and provide the details.

ChatGPT and AI are game changers, pure and simple.

Why is ChatGPT a game-changer?

First and foremost, it forces everyone to rethink what parents should expect from the education their children receive. Why?

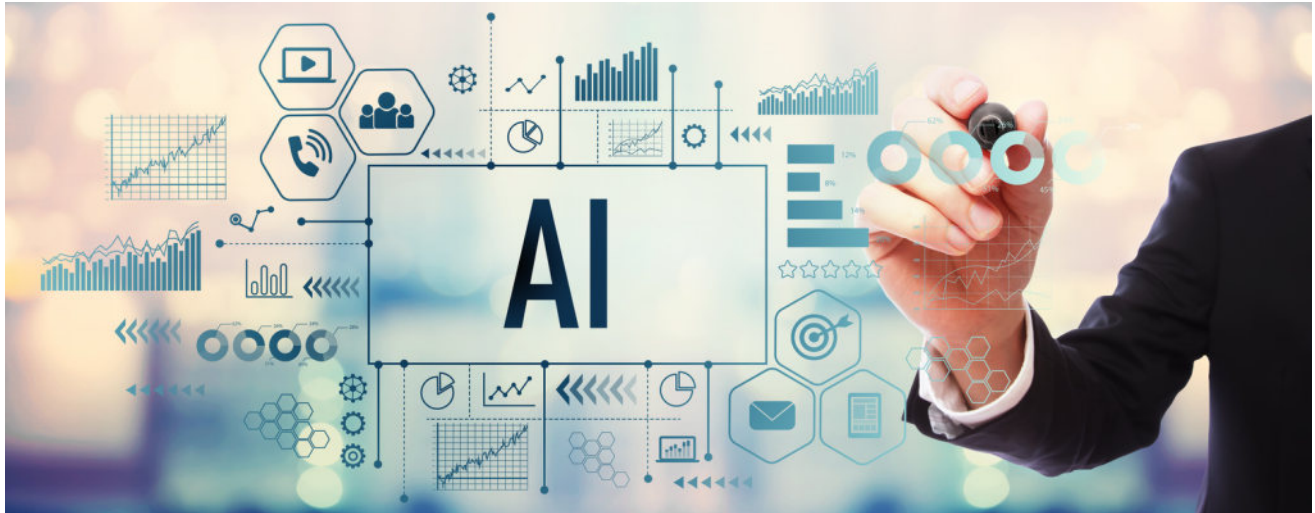
The answer to that question has to be prefaced by a reality check. Pandora's box has been opened; once it is opened, it cannot be closed again. ChatGPT and AI are here to stay.

The Internet was a major game changer, but not to the extent this new tool is destined to become. As a result, there should be no time lost debating whether we should allow students to use it. Ultimately it has arrived, permeating every part of our lives, and many jobs will be affected. Have any doubts? Ask it a legal question and to cite the portions of the law that apply. If you need help with a landlord or a tenant, ask ChatGPT



Artificial Intelligence and the Future of Education

cont.



what you should do. The answers will be surprisingly accurate. Not perfect...yet, but I bet some lawyers are starting to wonder what impact it will have on their profession. Not just lawyers but also accountants and countless other professions. As I have stated, it will have a profound influence on every aspect of our lives. It is far from perfect and still requires lots of fine tuning, but the next version of ChatGPT will be available in the not so distant future.

But what about what happens in our schools? You will hear many teachers warn parents that ChatGPT and AI will make students lazy and encourage them to cheat and that, like cell phones, it should be banned altogether. I am confident that certain schools will do precisely that and ban using any of these platforms. They will put into place tools that are already being created that identify work that has been done using ChatGPT. One cannot blame them for doing this as it is a way of protecting themselves until they get a handle on all of this. In the meantime, in what everyone knows as the real world, the world outside of schools, businesses everywhere will embrace these AI platforms because of their efficiency, added productivity, and cost reduction. I know people in the medical field already employing ChatGPT for a variety of reasons. Many companies soon will expect their employees to know how to use these platforms and how to get the most out of them. Meanwhile, in our schools, we will hold on to the abacus, slide rule, and curse these technological advances. What is scary is that the gap between what our schools are doing and what will be expected of them will increase significantly.

I have a few thoughts on the matter. Parents need to ask teachers, principals, school boards, and our Ministry of Education what they plan to do with platforms like ChatGPT and how they will adequately prepare their children for a future, unlike our present and past. We have to start by bringing our teachers up to speed and finding creative and effective uses for these new tools ChatGPT is only as good as the questions it is asked.

Training children to ask good questions and then to drill down on these questions is a good start.

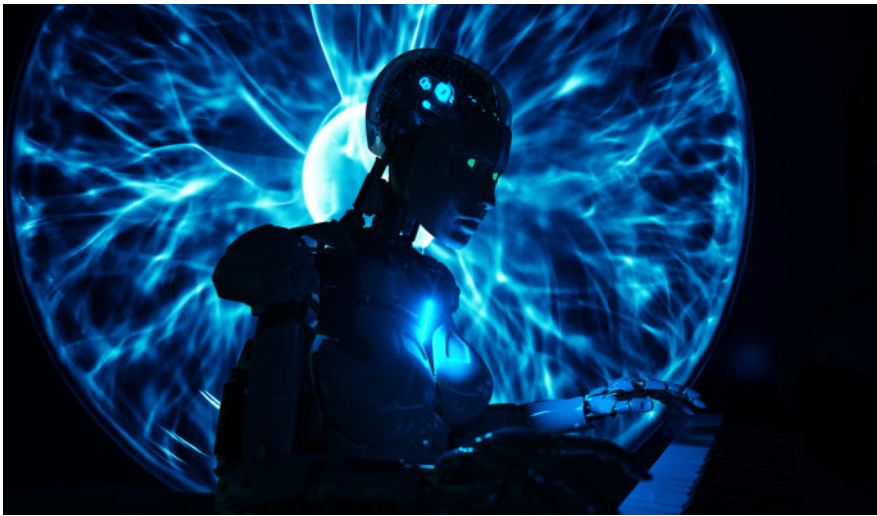
Artificial Intelligence and the Future of Education

cont.

If you are still having doubts about this nascent technology consider the following texts which are from ChatGPT. They give you an idea of what is possible and what parents need to see happening in their children's classrooms. In my final chat with the platform, I asked it a very specific question that could be useful to parents. This is a very controversial topic. Parents need to take the lead on initiating change, as a change in education is rarely initiated internally and requires external drivers to make it happen. Read to the end. Incidentally, it took ChatGPT less than a minute to provide all of the answers. And once again, I am not suggesting the end of education or the need to read and write properly, but rather that new competencies will be expected of our children.

ChatGPT and Dr. Michael Canuel April 4, 2023

Question: Demonstrate how a series of questions asked of you will help high school students develop critical thinking skills and better use the full capacity of ChatGPT.



ChatGPT: Sure, I'd be happy to help high school students develop critical thinking skills and maximize my capabilities as ChatGPT. Here's an example series of questions that can guide them toward this goal:

- 1 What is critical thinking, and why is it important?
- 2 How can I use ChatGPT to improve my critical thinking skills?
- 3 What common fallacies or biases should I be aware of when using ChatGPT?
- 4 How can I evaluate the accuracy and credibility of the information provided by ChatGPT?
- 5 What are some ways to test and challenge the assumptions underlying the responses generated by ChatGPT?
- 6 How can I use ChatGPT to explore multiple perspectives on a topic or issue?
- 7 What are some ethical considerations when using ChatGPT, particularly plagiarism or cheating?
- 8 How can I use ChatGPT to develop my voice and perspective on a given topic rather than simply regurgitating information generated by the model?

By asking these questions and engaging in critical reflection, high school students can improve their critical

Artificial Intelligence and the Future of Education

cont.

thinking skills and learn how to use ChatGPT effectively and ethically. Moreover, they can better understand how AI models like ChatGPT work and the inherent limitations and biases in such technology.

Question: How would teachers do all of the above in a classroom with students?

ChatGPT: Teachers can guide students in developing critical thinking skills and using ChatGPT effectively through a variety of classroom activities and strategies, including:

1 Introducing the concept of critical thinking: Teachers can begin by explaining what critical thinking is and why it is important. They can provide examples of how critical thinking is used in various contexts, such as problem-solving, decision-making, and evaluating information.



2 Using ChatGPT as a teaching tool: Teachers can incorporate ChatGPT into classroom activities to help students understand its capabilities and limitations. For example, they can ask students to generate questions and then use ChatGPT to find answers. Then, the class can discuss the accuracy and credibility of the information provided by ChatGPT.

3 Discussing fallacies and biases: Teachers can help students identify common errors and biases that can occur when using ChatGPT. For example, ChatGPT may have limitations in understanding specific contexts or cultural nuances, which can result in biased responses.

4 Teaching evaluation skills: Teachers can teach students how to evaluate the accuracy and credibility of the information provided by ChatGPT. This can include exploring different sources of information, analyzing the evidence presented, and checking for biases or errors.

5 Encouraging critical reflection: Teachers can encourage students to critically reflect on the information provided by ChatGPT, asking questions such as: "What assumptions does ChatGPT make?" "What are the limitations of this information?" "What other perspectives should we consider?"

6 Promoting ethical considerations: Teachers can discuss ethical considerations when using ChatGPT, such as avoiding plagiarism or cheating, respecting intellectual property rights, and being mindful of the potential impact on personal privacy.

7 Fostering creativity and original thinking: Teachers can encourage students to use ChatGPT to generate new ideas and perspectives rather than simply relying on it for information. They can ask students to reflect on their biases and assumptions and challenge themselves to think critically and creatively.

By using these strategies, teachers can help students develop critical thinking skills and use ChatGPT effectively while also promoting the ethical and responsible use of AI technology.

Artificial Intelligence and the Future of Education

cont.

Question: What should parents be asking of schools now that ChatGPT is accessible to students and that it will continue to improve and be more accessible?

ChatGPT: As ChatGPT becomes more accessible and powerful, parents can ask schools to take certain steps to ensure their children use the technology safely and responsibly. Here are some questions that parents can ask of schools:

- 1 What policies does the school have in place regarding the use of ChatGPT parents need to understand what guidelines the school has established for students' use of the technology and how those guidelines are enforced.
- 2 What measures does the school have to protect students' privacy and personal data Parents should be concerned about the potential for ChatGPT to collect and store personal information about their children and should ask the school about its policies and procedures for protecting that data.
- 3 How is the school ensuring that students are using ChatGPT ethically and responsibly? Parents should be reassured that their children are not using the technology to cheat or plagiarize and should ask the school how it monitors and addresses such behavior.
- 4 How is the school integrating ChatGPT into its curriculum Parents should ask about how the school uses ChatGPT to enhance student's learning experiences and develop their critical thinking skills.
- 5 What steps is the school taking to ensure that ChatGPT is not perpetuating biases or reinforcing stereotypes? Parents should be concerned about the potential for ChatGPT to perpetuate societal biases or stereotypes and should ask the school about its efforts to address this issue.
- 6 How is the school preparing students for the future of AI Parents should ask about how the school is preparing their children for a world in which AI is becoming increasingly prevalent and what skills and knowledge they will need to succeed in that world.

By asking these questions, parents can ensure that their children are using ChatGPT safely and responsibly and that the school is taking steps to prepare students for the future of AI.



Summer School Programs - Quebec English Schools

Summer School 2023 (June registration)

Summer School is available to secondary school students who have failed a class or obtained unsatisfactory grades in their core subjects. These summer courses will review material that had been covered in the previous year to make sure the student understands and is ready for the next grade or is eligible for graduation. It is a great opportunity for a student to correct a poor performance from the past year and to advance. Students will write MEQ exams where applicable. Registration will be in JUNE – check with your school board (links below).

Lester B Pearson School Board, English Montreal School Board, Sir-Wilfrid-Laurier School Board, and Western Quebec School Board offer summer school programs themselves – Information can be found at the following links:

<https://www.lbpsb.qc.ca/wp-content/uploads/2023-Summer-Program.pdf>

<https://www.emsb.qc.ca/emsb/schools/summerschool>

<https://www.swlauriersb.qc.ca/en/schools/summer-school/>

<https://westernquebec.ca/services/summer-school/>

The Central Quebec School Board, Eastern Shores School Board, Eastern Townships School Board, Littoral School Board, New Frontiers School Board, and Riverside School Board are offering online summer classes in partnership with LEARN Quebec. Classes are interactive and facilitated by certified subject teachers. The model provides flexibility and the freedom to learn from anywhere. Information can be found at:

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

Courses offered Summer 2023 include but are not limited to:

Secondary 1: English Language Arts (632-106), French Second Language (634-106) and Mathematics (563-126).

Secondary 2: English Language Arts (632-206), French Second Language (634-206) and Mathematics (563-226)

Secondary 3: English Language Arts (632-306), French Second Language (634-306), Mathematics (563-306), History (585-304) and Science & Tech. General (555-306)



Summer School Programs - Quebec English Schools

cont.

Secondary 4: English Language Arts (Talk/Reading/Writing) (632-406), French Second Language (Orale/Compréhension/Écrite) (634-404), Mathematics CST C2 Only (563-420), Mathematics T&S C2 Only (564-420), Mathematics SN C2 Only (565-420), History (585-404), Histoire (085-404), General Science & Tech. (555-410), Applied Science & Tech. (557-410) and Visual Arts (668-402)

Secondary 5: English Language Arts (Reading & Writing) (612-520/530), French Second Language Programme de Base (Orale/Compréhension/Écrite) (634-510/520/530), French Second Language Programme Enrichi (Compréhension/Écrite) (635-520/530), Mathematics CST C2 Only (563-504), Mathematics T&S C2 Only (564-506), Mathematics SN C2 Only (565-506), Visual Arts (668-502), Physical Education (543-502)

A Bridge Program in mathematics is also available to Secondary 4 students depending on their eligibility and the School Board they belong to.

Ministry requirements for graduation

Students must accumulate 54 credits, 20 of which must be at the Secondary 5 level.

The compulsory credits are:

- Secondary 4/Grade 10 Mathematics (4 credits or 6 credits)
- Secondary 4/Grade 10 Science and Technology (4 credits) or Applied Science and Technology (6 credits)
- Secondary 4/Grade 10 History of Quebec and Canada (4 credits)
- Secondary 4/Grade 10 Arts Education (2 credits)
- Secondary 5/Grade 11 Ethics and Religious Culture or Physical Education and Health (2 credits)
- Secondary 5/Grade 11 English (6 credits)
- Secondary 5/Grade 11 French (4 credits)



Strategies for Children to Achieve Success Despite Experiencing Failure

In instances where children perform inadequately on assessments, assignments, or tasks, they may perceive it as a form of defeat. In the event of frequent occurrences, individuals may perceive themselves as unsuccessful. This holds particularly true for children who experience learning differences or ADHD and encounter frequent obstacles.



However, there exists methods for children to experience a sense of accomplishment despite encountering setbacks or unfavourable outcomes. The interpretation and handling of an unfavourable outcome is contingent upon the individual's perspective and subsequent actions, both in the immediate aftermath and in the future.

Children frequently experience feelings of shame in response to failure, rather than engaging in constructive reflection on both successful and unsuccessful aspects of their performance. However, experiencing failure presents an opportunity for personal development and enhancement. If children perceive the situation in such a manner and undertake constructive measures, they can identify favourable aspects in their "unsuccessful" experiences.

The act of failing at a task can yield certain positive outcomes, which include but are not limited to, valuable lessons learned, increased resilience, and the opportunity for growth and development.

In addition, recuperating from failures can allow children to gain insights into such things as:

- Exploring novel approaches
- Acquiring self-knowledge
- Assuming risks
- Observing strengths and weaknesses
- Self-advocating
- Cultivating a growth mindset

Children frequently require assistance in recognizing the positive aspects and comprehending the extent of their value. Acknowledging and commemorating the favourable attributes by the adults in the lives of children can positively alter their self-perception and prospects.

Quebec Exam Schedule - June

Elementary Level

- **June 6** - Mathematics, Two situations involving applications, End of Elementary Cycle Three 522-610 (compulsory examination)
- **June 7** - Mathematics, Situational problem, End of Elementary Cycle Three 522-610 (compulsory examination)
- **June 8** - Mathematics, Situation involving application and Question booklet, End of Elementary Cycle Three 522-610 (compulsory examination)

Secondary Level

- **June 6, from 9:30 a.m. to 11:30 a.m.** - Français, langue seconde, 5e secondaire, programme de base, production écrite 634-530 (uniform examination)
- **June 7, from 9 a.m. to 12 p.m.** - Français, langue seconde, 5e secondaire, programme enrichi, compréhension écrite 635-520 (uniform examination)
- **June 8, from 9 a.m. to 12 p.m.** - Français, langue seconde, 5e secondaire, programme enrichi, production écrite 635-530 (uniform examination)
- **June 12, from 9 a.m. to 12 p.m.** - Mathematics, Secondary IV, Technical and Scientific Option (Mathematical Reasoning) 564-420 (uniform examination); Mathematics, Secondary IV, Science Option (Mathematical Reasoning) 565-420 (uniform examination)
- **June 14, from 9 a.m. to 12 p.m.** - History of Québec and Canada, Secondary IV, 585-404 (uniform examination)
- **June 16, from 9 a.m. to 12 p.m.** - Science and Technology, Secondary IV, Theory component 555-410 (uniform examination); Applied Science and Technology, Secondary IV, Theory component 557-410 (uniform examination)
- **June 19, from 9 a.m. to 12 p.m.** - Mathematics, Secondary IV, Cultural, Social and Technical Option (Mathematical Reasoning) 563-420 (uniform examination)



Parent Resources



The Quebec Federation of Parents' Committees, with support from various partners – including EPCA's President Katherine Korakakis, has put together a guide to assist parents whose children are facing violence or bullying issues at school – click [here](#).

Tutoring



Homework Help



ENGLISH ELIGIBILITY CERTIFICATES

Explainer: What Quebec parents and students need to know about English eligibility certificates: At this [LINK](#) are details on how to apply for a certificate and who is eligible to attend English schools in Quebec.

EPCA MISSION STATEMENT

The English Parents' Committee Association (EPCA) is a coalition of parents' committees of Quebec's English-language public school boards, representing more than 100,00 students in the youth sector.

EPCA advocates for a strong and sustainable English-language public education system to ensure the best possible educational outcomes for our children, while respecting the culture and language of anglophone Quebecers.

To do so, EPCA seeks to engage and motivate parents across Quebec to contribute to strong, representative and effective parent governance, to foster positive relationships with stakeholders across the educational spectrum, and to provide guidance and support to all member organizations.

What would you like to see in
our upcoming editions?

[TELL US HERE](#)

5253, Blvd. Decarie, Suite 309, Montreal, Quebec, H3W 3C3
(514) 778-3722 - epcaquebec.org - president@epcaquebec.org

EPCA STRATEGIC PILLARS

INFORM

Using all communications tools at our disposal, offer up-to-date information on public education initiatives, parent governance interests, best practices and issues management to ensure a healthy, well-engaged anglophone parent community.

CONSULT

Ensure strong, high-quality and consistent feedback mechanisms with members and partners across the English-language public school network through both electronic and in-person methods.

SUPPORT

Provide training and professional development at all levels of parent governance, optimize the sharing of best practices and provide multiple support services for parent committees, governing boards and parent delegates in need.

ADVOCATE

Push for appropriate policy change and improvement through enhanced partnerships with like-minded organizations, Government working groups/tasks forces, and related organizations, through well-considered political positions on behalf of English- Language parents committees across Quebec, taking into account regional difference and the urban/rural divide.