



***Facilitator's Guide:  
The Learner-Centred High School  
Implementing the Québec Education Program  
in Secondary Schools***



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# General Information

## ***Purpose of the Videos***

These videos are intended to help secondary school communities explore issues in theory and practice surrounding the implementation of the Québec Education Program.

The goal is to:

- spark discussion
- develop understanding of concepts
- share practical approaches, which are consistent with the philosophy of the Québec Education Program (QEP)

We hope this guide will assist you both in making an effective presentation as well as moving your school community forward in planning for effective implementation of the Québec Education Program.

## ***How to Use This Guide***

The guide and the videos are designed so you may create a presentation tailored to your needs. The videos are packaged in 4 separate tapes so that the format of the presentation can be altered depending on the audience, the purpose of the presentation, and the length of time you have available. The fourth tape consists of the classroom shots contained in the first three tapes. These have been isolated for the convenience of the user who wishes to focus on practical demonstration only. Finally a fifth tape containing the three parts in chronological sequence along with the classroom vignettes, is also available.



Tape One – ***Part I – The Learner-Centred Classroom***

Tape Two – ***Part II – Cross-curricular Learning***

Tape Three – ***Part III – Evaluation***

Tape Four – ***Part IV – Secondary Classroom Vignettes***

Tape Five – ***A summary version containing parts 1, 2, 3 and 4 entitled: The Learner-Centred High School.***

Copies of tapes one to four were distributed to every English school board in Québec in September of 2003. Tape five was distributed to each secondary school at the same time. If your copy is unavailable please contact Kevin O'Donnell, Tél- Québec, Services à la clientèle anglophone, at [kevin.odonnell@telequebec.qc.ca](mailto:kevin.odonnell@telequebec.qc.ca).



### **Format**

Each segment is loosely constructed as follows:

- a short discussion of a theoretical issue
- two brief clips of practicing teachers demonstrating theory in action (approximately 5 minutes each)
- a discussion of some frequently voiced challenges to implementation of the QEP

### **Intended Audience and Workshop Goals**

As a facilitator only you can determine your specific purpose in leading this workshop. The video is intended to be used as follows:

- I) **With a general audience** (e.g. commissioners, governing boards, parent groups):
  - to provide background information as to the goals of the Reform and implementation of the QEP
- II) **With school staff** (e.g. teachers and assistant teachers) as a possible in-service meeting:
  - to spark discussion regarding the QEP
  - to promote sharing of practical ideas
  - to develop deeper understanding of any of the following topics: the learner-centred classroom, cross-curricular strategies and evaluation issues
  - to assist with planning future steps in QEP implementation
  - to see how others have responded to the challenges of implementation

### **About the Structure of the Workshops**

The workshop is divided into 3 steps: Awareness, Application, and Planning. Each step leaves room for reflection as an important part of the process. It is suggested that the teachers determine which sections are most appropriate for their professional growth. Teachers who feel they have already mastered the content of step one will want to skip directly to step two. Depending on the time available, all steps may be included in the same workshop.

#### **Step One: Awareness**

The group participants want to develop a fuller understanding of the concepts behind the QEP.

#### **Step Two: Application**

The group understands the concepts and wants to expand their ability to put the ideas into practice.

#### **Step Three: Planning for action**

Participants are asked to commit to concrete actions that will lead to change.

### **Alternate Simplified Workshop**

An alternative method of presentation is also possible. One could have a Town Hall in your own school. Participants could view the video, pause the tape after the classroom vignettes, and discuss the narrator's questions. Continue the tape pausing and discussing the points made whenever you feel the discussion touches on topics of special interest to your group.

### **Room Layout**

For all workshops, except the Town Hall, it is assumed that the participants will be working and discussing in small groups. The facilitator will need to arrange the room so that face-to-face interaction between group members is possible.

# Part One – The Learner-Centred Classroom

## Purpose of the Workshop

### **Step One: Awareness**

- Developing awareness of the concept of a learner-centred classroom.
- Determining the elements of instructional design that create this type of classroom.

### **Step Two: Application**

- What does a learner-centred classroom look like?
- Asking teachers to incorporate new elements into their professional repertoire.

### **Step Three: Planning**

- Asking the group to commit to actions that will lead to changes in practice.
- This activity can focus on individual plans or school-wide plans.
- Both levels of action may be necessary to implement change.

## Overview of the Content of the Video

### **Town Hall Discussion:**

Dennis Trudeau and the audience discuss:  
What is a learner-centred classroom?  
What does the teacher do to create a learner-centred classroom?

### **Classroom Vignettes:**

#### **Scene One:**

Tina Korb, Secondary I Science teacher, uses an inquiry approach to explore 3 laws of motion. She creates a relevant context by asking if seatbelts are really necessary.

#### **Scene Two:**

Gregg Edwards, Secondary V Language Arts and Economics teacher, teaches the elements of a persuasive essay, public speaking and economic issues through a town hall simulation. The topic of the town hall is planned mega pig farm development in the local community. Some of the students will look at environmental issues, some of the students will argue for the rights and needs of farmers. As this issue is one that is occurring within the local community, relevance is clearly established.

**Resources:** For information on constructivism see the following Web sites: [www.2learn.ca](http://www.2learn.ca), [www.foxfire.org](http://www.foxfire.org), [www.bobsedulinks.com](http://www.bobsedulinks.com), and [www.funderstanding.com](http://www.funderstanding.com), and for working with student groups: [www.kaganonline.com](http://www.kaganonline.com)

The QESN site contains additional information on Project Based Learning and other professional development that is germane to this topic.

For information on creating time for teacher meetings: [www.qesnrecit.qc.ca/reform/schoolorgs/index.php](http://www.qesnrecit.qc.ca/reform/schoolorgs/index.php) or [www.ncrel.org/pd/time.htm](http://www.ncrel.org/pd/time.htm)

## Workshop Activities

Activity Type	Suggested Workshop Step One Awareness	Alternative Workshop Step Two Application	Other Possible Activities
<b>Opening Activity –</b> Participants choose	I want to deepen my understanding of the learner-centred classroom.	<b>I already understand the nature of the learner-centred classroom and want to focus on applying the ideas to my classroom or school.</b>	
<b>Previewing Activity</b>	What is a learner-centred classroom?  Discuss with your group, present shared definition to larger group.	Discuss with your group examples of practices in your classroom or school that reflect a learner-centred approach. List them.	Ask teams to create a visual image of a learner-centred classroom. What does it look and sound like? Have each team explain its image to the whole group.
<b>While Viewing</b>	What critical notions must the teacher keep in mind to ensure the classroom is learner centred? <b>(See Activity One – page 7)</b>		
<b>Post Viewing</b>	<p><b>Select a key feature of a specific competency. Ask participants to design a lesson plan to teach the competency.</b></p> <p>Ask teachers to ensure that the plan creates a learner-centred classroom.</p> <p><b>Or:</b> Discuss the following statement: In a learner-centred classroom students have some power over the content or format of their learning. Which elements of the discipline you are teaching is it possible to negotiate with students?</p>	<p>Use the overhead transparency supplied in <b>Activity Three</b> (page 8) to discuss with participants the nature of constructivism. Have teachers apply the principles of constructivism to their plan.</p> <p><b>Or:</b> Alternate activity for those wishing to work on productive co-operative groups: Use the overhead transparency supplied in <b>Activity Four</b> (page 9) to discuss the essential characteristics of co-operative group work.</p>	Share current practices that are consistent with the QEP and reflect a learner-centred approach. <b>(See Activity Two – page 7)</b>

## Activity One – Consolidating your definition while viewing the video

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What critical notions must the teacher keep in mind to ensure the classroom is learner centred?

What elements of instructional design are necessary to create a learner-centred classroom?

## Activity Two – Expanding your current learner-centred classroom practices

Share your current classroom practices that are consistent with the QEP and a learner-centred classroom. Is there something you would like to try before the next meeting? Fill in the table below.

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My current classroom practices	Practices I would like to learn more about	Practices I would like to try before the next meeting

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## **Activity Three – Putting theory to practice**

*Consider the following principles of constructivism which form the basis of a learner-centred classroom:*

- 1) Learning is a search for meaning.
- 2) Meaning requires understanding the whole as well as the parts.
- 3) To teach well, we must understand the mental models students use and the assumptions they make. (What do they already know? What misconceptions are they harbouring? What work methods are they using?)
- 4) The purpose of learning is for individuals to construct their own meaning, not just to memorize answers. Thus, assessment must be part of the learning process, providing students with information on the quality of their learning. <[www.funderstanding.com](http://www.funderstanding.com)>

Examine the following QEP cross-curricular competency: To adopt effective work methods. Look at the key features of the competency. Design a lesson to teach one or more of the key features in your subject area. Include methods that reflect a constructivist approach, as described above. Share and compare with someone else at your table.



## Activity Four – Using Cooperative Groups

*Suggestions: Divide the participants into groups of three or four members. Give each group a number from one to five. Ideally you should have at least two groups with the same number, in order to have two separate inputs on each point.*

**Johnson and Johnson (www.clcrc.com) state that the following elements are necessary for effective co-operative learning:**

1. Positive interdependence
2. Promotive interaction
3. Individual accountability
4. Interpersonal and small-group skills
5. Group processing

Construct a definition for the point that corresponds to your group number (e.g. Group one defines point one), and give an example of how you would build this element into a group assignment.

## Activity Five – Planning for Action

### **Objective:**

- to create an action plan in order to grow into a more learner-centred teacher (or school)

In order to become more a learner-centred teacher (our school), I (we) will:

DISCONTINUE	START/ADD	CONTINUE

## Planning for action –

### *At the school level*

- Is our school a learner-centred school? Ask staff to discuss school activities and structures. (Use **Activity Five** – page 9). What could they plan to stop doing, start doing, or continue doing in order to reach their goal? (e.g. do students have a voice in the setting of rules?) Do these activities, or structures create a learner-centered school? Identify areas that need improvement and determine a deadline. Identify areas that are already learner centred. (e.g. we have a school council) Celebrate and affirm the importance of keeping these structures in place. Review the chart at the next group meeting to ensure follow-up.
- What conditions need to be in place from a school perspective to help individual teachers move toward a more learner-centred classroom?
- What do we, as staff members, want to learn more about at our next professional development in order to become more effective teachers?

### *At the individual level*

- What did I learn from this session that I would like to put into action by (date)? You may ask individuals to commit to carrying out one or more actions in a personal learning log. Logs could be personal, shared with one other peer (a Critical Friend), a small group, or the facilitator. On the date mentioned ask people to comment on what has helped them or hindered them in moving toward these personal goals.
- Are my practices learner centred? Use **Activity Four** as a means for teachers to reflect on their own practices. Write down at least two things you do that would be considered to be learner centred. List them under your “Continue” column. Write down one thing you’d like to discontinue, and one thing you’d like to start or change.

## Part Two – Cross-Curricular Learning

### Purpose of the Workshop

#### **Step One: Awareness**

Developing awareness of the concept of cross-curricular teaching. What are the benefits of this approach?

#### **Step Two: Application**

Asking teachers to identify links between their subject and other disciplines. Asking teachers to identify and incorporate elements of the cross-curricular competencies in their professional repertoire.

#### **Step Three: Planning**

Asking the group to commit to developing a cross-curricular project. This activity can focus on individual plans or school-wide plans. Both levels of action may be necessary to implement change.

### Overview of the Content of the Video

#### **Town Hall Discussion:**

Dennis Trudeau and the audience discuss experiences with cross-curricular teaching and learning, and the benefits to the learner. The group discusses challenges and changes needed to work toward this approach.

#### **Classroom Vignettes:**

##### **Scene One:**

Roberta Filiatrault and Marie Andre Poulin, Secondary II teachers, use the theme of medieval times to teach Language Arts, History, French, and Biology.

##### **Scene Two:**

Ann Quesnel, Math teacher, teaches Cartesian Graphing by teaming with Geography teacher Maria Priolo (Secondary I). Anne also teaches Math 436, and demonstrates the teaching of the box and whisker plot by incorporating History 414 content.

**Resources:** For information on cross-curricular learning, please see the following Web sites:

[www.askeric.org](http://www.askeric.org), [www.nwrel.org](http://www.nwrel.org) or [www.ascd.org](http://www.ascd.org).  
For examples of cross-curricular lesson plans: [www.cdi-bit.org](http://www.cdi-bit.org) and the QESN site.

For articles and practices devoted to creating time for staff development:

[www.qesnrecit.qc.ca/reform/schoolorgs/index.php](http://www.qesnrecit.qc.ca/reform/schoolorgs/index.php) and  
[www.ncrel.org/pd/time.htm](http://www.ncrel.org/pd/time.htm)

## Workshop Activities

Activity Type	Suggested Workshop Step One Awareness	Alternative Workshop Step Two Application	Other Possible Activities
<b>Previewing Activities</b>	<p>Some teachers teach only a single subject: ask these teachers to jot down which other subjects would enhance the understanding of the discipline they teach.</p> <p>Some teachers teach several subjects. Ask them to note the natural links between the subjects they teach and other disciplines taught in their school.</p>	<p>For this workshop please have teachers sit in groups of 5 or 6, comprised of different disciplines but the same cycle or grade.</p>	<p>Student apathy is often the teachers' chief obstacle. Teachers who have used cross-curricular methods report an increase in student interest and effort. Why is this so?</p>
<b>While Viewing</b>	<p>Ask half of the table to note the benefits to the learner mentioned in the video. Ask the other half of the table to note the variety of models, which can allow cross-curricular learning to occur. <b>Activity Seven</b> (page 14) can be used.</p>	<p>Identify models of cross-curricular teaching that are demonstrated or described in the video. These can be written down using the placemat strategy described in <b>Activity Seven</b> (page 14) if you wish.</p>	
<b>Post Viewing Exercise One</b>	<p>Ask participants to share with their group their notes taken while viewing the video. Share these results with the whole group.</p> <p>Jot down on a chart paper or blackboard the points made. Distribute these in a few days as a follow-up. Review them at your next meeting.</p>	<p>Allow groups time to discuss their reaction to the video (i.e. what practices they saw or heard mentioned that they would like to learn more about, or that they currently practise, or that they would like to try) and share their notes.</p>	<p>Have group members share current practices that use examples of cross-curricular learning.</p>
<b>Post Viewing Exercise Two</b>	<p><b>Exploring misconceptions:</b> Ask members to reflect on the following statements and discuss the implications for refining their definition of cross-curricular learning. Cross-curricular teaching is <b>not</b> a superficial connection of disparate facts related to one another by a theme (e.g. a math problem with the word solar system related to a solar system unit is <b>not</b> cross-curricular teaching). Rather it stems from a significant problem or large question and requires that knowledge from several disciplines is essential to answer the question or solve the problem.</p>	<p>Have participants refer back to the preview activity in which they mapped out some of the big questions or issues that are essential to grasping the subject they teach. Discuss with your group areas that overlap between disciplines. Is there a problem or question that would require the knowledge from several disciplines to answer that your group wishes to tackle?</p> <p>Determine when you will begin this unit. (It is suggested that you allow at least a term for planning) How will your team meet?</p>	<p>What are some of the obstacles to further developing a team approach and cross-curricular learning? How can they be overcome?</p>

## Activity Six

### Previewing & Post viewing

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#### ***Previewing Question:***

When I have finished teaching this unit, what concepts do I want my students to have attained? What are some things that you are teaching that will be essential for the student to have mastered in later life? How do they link to the descriptions of cross-curricular competencies defined and described in the Introduction to the QEP?

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#### ***Post Viewing***

**Individual reflection:** Can you translate one or more of the essential concepts into a big important question for students to investigate? How do these key concepts or questions link to the descriptions of cross-curricular competencies defined and described in the Introduction to the QEP?

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**Share with your group:** Is there a common question we can explore with students that will involve more than one subject? (e.g. physics and gym are a natural fit.) How does this common question link to the descriptions of cross-curricular competencies defined and described in the Introduction to the QEP?

Cross-Curricular Awareness

## Activity Seven

### While viewing

#### Suggestions:

Place a piece of chart paper on each table of four participants. Divide the paper into four quadrants.  
(If you do not have chart paper use four individual sheets.)

One half of the table – participants #1 and 2 – will focus on noting the benefits of cross-curricular teaching to the learner.

The other half of the team (#3 and 4) of four will focus on listing possible organizational models of cross-curricular teaching. (e.g. the Greg Edwards model: One teacher teaching two subjects over two teaching blocks integrating the material into problems which address both subjects.)

After viewing the video members one and two will share findings with each other. Simultaneously members three and four will share findings with each other. (Allow one minute for each member to summarize for a total of two minutes.)

Teams 1 and 2 will share with 3 and 4.

Entire teams can share with larger group by walking over and sharing between groups of four or summarizing to all members in the room. (Adapted from S. Kagan, 1994, Co-operative Learning. San Juan Capistrano: Kagan Co-operative Learning)

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#1a

#3b

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a) Students' Benefits

b) Organizational Models

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#2a

#4b

1. While viewing: note on paper a or b.
2. #1 and #2 share (1 min. each); while 3 and 4 share.
3. Team share.

## Planning for action –

### *At the school level*

- What area would we like to explore at our next staff meeting or professional development opportunity?
- What are the obstacles to working in teams and planning together? (e.g. scheduling?) How can these obstacles be overcome?
- If teachers were to teach more than one subject, they can teach in a cross-curricular fashion with less meeting time required. Is this an option we want to pursue?

### *At the individual level*

- Ask group members to reflect on one thing that each individual would like to try before the next meeting. Volunteers may share their experience with the other members of the group. You may ask individuals to commit to carry out one or more actions in a personal learning log. Logs could be personal, shared with one other peer (a Critical Friend), a small group, or the facilitator.
- If you have not already done so, establish a large question or problem that is relevant to the curriculum and that some teachers think might engage students. Determine which teachers would be willing to work on the issue from a cross-curricular approach.
- Establish common meeting times amongst small groups of teachers.



## Part Three – Evaluation

### Purpose of the Workshop

#### **Step One: Awareness**

To reflect on the purpose of evaluation.  
To recognize the value of student self-evaluation.

#### **Step Two: Application**

To consider and explore new approaches to evaluation.

#### **Step Three: Planning**

To create a QEP implementation plan in regards to evaluation.

### Overview of the Content of the Video

This segment of the video explores issues and methods of evaluation.

#### **Town Hall Discussion:**

Dennis Trudeau discusses with the audience evaluation as a vehicle to assist students to learn. Some evaluation tools are suggested. The challenge of reconciling summative provincial exams with formative, coaching and self-reflection is broached.

#### **Classroom Vignettes:**

##### **Scene One:**

Annie Marceau, Secondary IV Math teacher, uses a student-centred approach for the annual pre-exam review.

##### **Scene Two:**

Jennifer Goodall, Secondary II Language Arts teacher, demonstrates some elements of a student-centred approach to evaluation: planning, designing evaluation criteria together, portfolios, and conferencing.

#### **Resources:** Please refer to the documents:

*A Guide for the Evaluation of Student Learning at the Secondary Level and the Policy on the Evaluation of Learning*

Other Web sites: [www.2learn.ca](http://www.2learn.ca),  
[www.bobsedulinks.com](http://www.bobsedulinks.com) and [www.funderstanding.com](http://www.funderstanding.com)  
and  
[www.ascd.org/readingroom/books/wiggins98book.html](http://www.ascd.org/readingroom/books/wiggins98book.html)  
The bobsedulinks and the QESN Web site have many downloadable resources on the topic of assessment. For information on creating time for teachers: QESN and [www.ncrel.org/pd/time.htm](http://www.ncrel.org/pd/time.htm)

Activity Type	Suggested Workshop Step One Awareness	Alternative Workshop Step Two Application	Other Possible Activities
<b>Previewing</b>	<p>Ask participants: Would you prefer to have your teaching practice evaluated by:</p> <ol style="list-style-type: none"> <li>1) a superior</li> <li>2) a peer</li> <li>3) self-evaluation?</li> </ol> <p>In regards to your personal professional growth as a teacher/learner, which perspective is more valuable to you? Discuss why and under what circumstances.</p> <p>Why is self-evaluation an important part of any learning process?</p>	<p>Write this statement on an overhead or chart: “Because understanding develops as a result of on-going inquiry and rethinking, an assessment of understanding should be thought of in terms of a collection of evidence over time, instead of an event – a single moment in time or a test at the end of instruction – as it so often happens in our practice.” G. Wiggins et al, 1998. Ask individuals to reflect individually on the meaning of the statement. Then share.</p>	<p>Think, Pair, Share:* What are the purposes of evaluation?</p> <p>*Think, Pair, Share Technique (S. Kagan): Allow teachers one minute to think on their own, one minute to discuss with a partner, two minutes to share with their group.</p>
<b>While Viewing</b>	<p>Note the issues and methods of evaluation mentioned in the video.</p>		
<b>Post Viewing Exercise One</b>	<p>Allow groups time to discuss their reaction to the video and share their notes. You may spark the discussion with the question: If our objective is engaged motivated students who have some responsibility for their own learning, what implications does this have for our assessment practices?</p>	<p>Allow groups some brief time to discuss their reaction to the video and share their notes.</p> <p>Use <b>Activity Eight</b> (page 19) to plan a unit beginning with assessment in mind.</p>	<p>Most teachers already use final summative, paper and pencil tests to assess. This activity is meant to expand your repertoire, not demand that you abandon previous practices. Considering a unit you are teaching in the near future:</p> <ol style="list-style-type: none"> <li>1) Choose an different mechanism for student feedback during learning to improve performance: e.g. a rubric, self reflection, criterion referenced checklist, teacher observation and feedback, written or verbal peer-rated checklist).</li> <li>2) Consider an alternate assessment tool for your summative evaluation: e.g. a performance task, project, application to a problem.</li> </ol>

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Activity Type	Suggested Workshop Step One Awareness	Alternative Workshop Step Two Application	Other Possible Activities
Post Viewing Exercise Two	Select a competency (e.g. to use information and communications technologies) Examine the evaluation criteria listed with the competency in the QEP. Design evaluation tools that will help the students reflect on their knowledge of the content and their approach to the learning (method of working). How will these fit in with your overall evaluation of the students? Ensure that you have provided opportunity for feedback and correction throughout the task so that opportunity for improvement exists.	Continue with <b>Activity Eight.</b>	Construct or design the basic tool. Consult with the class later, receiving further input and refinement.  What would be the evidence that they understand the material?

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## Activity Eight

“...Because understanding develops as a result of ongoing inquiry and rethinking, an assessment of understanding should be thought of as a collection of evidence over time.” (Wiggins, 98, [www.understandingbydesign.com](http://www.understandingbydesign.com))

1. Consider a unit you plan to teach in the future. Which of the following cross-curricular competencies (Québec Education Program, Secondary, Cycle One)<sup>1</sup> would be most appropriate to develop within the context of the unit:

To solve problems	p. 19-20	To use information and communications technologies	p. 27-28
To exercise judgment	p. 21-22	To know himself/herself	p. 29-30
To use creativity	p. 23-24	To cooperate with others	p. 31-32
To adopt effective work methods	p. 25-26	To communicate appropriately	p. 33-34

2. What student outcomes do you wish to see?

3. What evidence will you accept that your student can understand and apply the new learning targets? (Be sure to include a description of the format the evaluation will take.)

4. What feedback will students require during the learning activities that will enable them to refine their knowledge and improve outcomes? (Describe the format as well.)

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<sup>1</sup> Gouvernement du Québec, 2002, Ministère de l'Éducation, Code 02-00732 (Québec: Gouvernement du Québec, 2002)

## Planning for action –

### *At the school level*

- What area would we like to explore at our next staff meeting or professional development opportunity?
- Are portfolios, rubrics, process assessment and self-evaluation used within our school? Are there elements of their use that need to be fine-tuned? (e.g. is there some consistency of evaluation between years and cycles?)
- What steps must we take to add to our summative evaluation repertoire?
- What steps must we take to ensure we are evaluating for the purpose of helping students learn?

### *At the individual level*

- Ask group members to reflect on one thing that each individual would like to try before your next meeting. Volunteers may share. You may ask individuals to commit to carry out one or more actions on paper in a personal learning log. Logs could be personal, shared with one other peer (a Critical Friend), a small group, or the facilitator.
- Evaluation during learning provides opportunity to reflect on (and thus learn from) process and improves performance before the final evaluation. It often prevents failure. Reflection: Do I allow students the opportunity to assess and adjust performance? Am I providing students the opportunity, during learning activities, to stop and ask themselves: “1) Am I meeting objectives? 2) Are my methods efficient?”

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