

# Checklist for the development of the educational project

(Education Act [EA], ss. 97.1 and 109) (for information purposes)

The principal or director plays a leadership role in bringing together the different stakeholders involved in the educational project.



STEPS	ACTIONS	REFLECTION QUESTIONS
<b>Step 1   Preparing the educational project process</b>	<ul style="list-style-type: none"> <li>› Become familiar with the content of the guide <i>Le projet éducatif</i><sup>1</sup>, published by the Ministère de l'Éducation</li> <li>› Form a steering committee</li> <li>› Come to an agreement with the steering committee with respect to the development process and the roles and responsibilities of all the stakeholders involved</li> <li>› Establish a work schedule</li> <li>› Present the content of the commitment-to-success plan (CSP) to the staff and the members of the governing board</li> </ul>	<ul style="list-style-type: none"> <li>• What will be the role of the steering committee?</li> <li>• Who will be on the steering committee?</li> <li>• What will the schedule of the steering committee look like?</li> <li>• When should the process be presented to the staff members, partners and governing board?</li> <li>• When would be a good time to plan consultations with the parents, students, community, etc.?</li> </ul>
<b>Step 2   Analyzing the context of the educational institution</b>	<ul style="list-style-type: none"> <li>› Consult with all the stakeholders in order to draw up a profile of promising courses of actions, the strengths of the community and the educational institution, areas of vulnerability and targets achieved in terms of educational success, and the educational institution's internal and external environment</li> <li>› Together with the steering committee, establish a consensus on the improvements to be made</li> <li>› Provide a work progress report to the staff and the members of the governing board</li> </ul> <p>Note: Appendix 2 of the document <i>Le Projet éducatif</i> lists examples of indicators that can be considered when examining the educational institution's internal and external environment.</p>	<ul style="list-style-type: none"> <li>• What is the situation at our educational institution and with our students?</li> <li>• What types of data gathering will we use to determine the challenges, orientations, objectives and indicators (questionnaires, discussion groups, etc.)?</li> <li>• What services, approaches or partnerships have been established since the last educational project?</li> <li>• Have they met the educational institution's challenges? How so?</li> <li>• What are the main characteristics of the educational institution's environment?</li> </ul>
<b>Step 3   Determining the challenges, orientations, objectives, indicators and targets</b>	<p><b>DETERMINATION OF ORIENTATIONS</b></p> <ul style="list-style-type: none"> <li>› Draft a statement outlining the vision of the educational institution, along with its values</li> <li>› Determine the challenges, orientations and objectives, selecting indicators and targets consistent with the commitment-to-success plan and based on the analysis of the context</li> <li>› Consult the stakeholders involved regarding the selections that were made and make any changes deemed relevant (It is important to take the daycare service into consideration, if applicable.)</li> <li>› Submit the educational project to the governing board for adoption</li> </ul> <p><b>DISSEMINATION</b></p> <ul style="list-style-type: none"> <li>› <b>SSC:</b> The governing board sends the school or centre's educational project to the school service centre (SSC) and makes it available to the public within 30 days from the date of transmission</li> <li>› <b>SB:</b> The governing board sends the school or centre's educational project to the school board (SB) and makes it available to the public within 60 to 90 days from the date of transmission, or within a different time frame if the governing board and the school board agreed on one</li> <li>› The governing board also makes the evaluation of the educational project available to the public.</li> <li>› The educational project and its evaluation are transmitted to the parents, the staff of the school or centre and the students</li> <li>› The educational project comes into effect on the date of its publication</li> </ul>	<ul style="list-style-type: none"> <li>• Which direction do we want to go in?</li> <li>• How do we define our vision?</li> <li>• What do we want to improve?</li> <li>• How can we mobilize the staff in selecting the challenges, orientations and objectives to be achieved?</li> <li>• Are we going to pursue certain objectives, orientations, targets or indicators?</li> <li>• What are the relevant indicators we should select?</li> <li>• What changes should be made with respect to student retention and educational success?</li> <li>• What changes should be made with respect to the obtaining of diplomas and other qualifications?</li> <li>• Should we plan for new services, approaches or partnerships?</li> </ul>
<b>Step 4   Implementing and monitoring the educational project</b>	<p><b>IMPLEMENTATION</b></p> <ul style="list-style-type: none"> <li>› Agree on an action plan with the staff members concerned, in other words, on the measures selected to achieve the objectives and targets set out in the educational project (EA, ss. 96.15 and 110.12)</li> <li>› Inform the governing board of the proposals selected for the action plan, in accordance with sections 96.13 and 110.10 of the EA</li> </ul> <p><b>MONITORING</b></p> <ul style="list-style-type: none"> <li>› Develop data collection and monitoring tools (dashboard, action plan, etc.)</li> <li>› Along with the steering committee and the governing board, create a schedule for monitoring results and the use of resources (e.g. mid-term or step-by-step report) (EA, s. 97.1)</li> <li>› Determine the extent to which the targets and objectives have been achieved, as well as the effectiveness of the actions taken, and identify the changes to be made</li> </ul> <p>Note: The action plan is a tool for implementing the educational project. It can be modified as needed, based on an evaluation of the context or on the results. It is not part of the content prescribed for the educational project.</p>	<ul style="list-style-type: none"> <li>• What steps will we take to implement and monitor the progress of the educational project?</li> <li>• Are these steps consistent with the objectives we selected?</li> <li>• Do they constitute an adequate response to the issues that emerged from the analysis of the situation/context?</li> <li>• What can we do to mobilize the community, the educational institution staff and the parents to achieve the objectives of the educational project?</li> <li>• What can we do to ensure the implementation and monitoring of the action plan?</li> <li>• How can we maximize the use of resources in order to achieve our objectives?</li> </ul>
<b>Step 5   Reporting on the educational project</b>	<ul style="list-style-type: none"> <li>› In conjunction with the governing board, analyze the results and evaluate the educational project (EA, ss. 74 and 109)</li> <li>› Inform the partners and the community of the results obtained and of the evaluation of the educational project</li> <li>› Make the results of the educational project available to the public, upon its completion (EA, ss. 75 and 109.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Have the steps taken produced the anticipated results?</li> <li>• Are there any innovative practices that could be integrated into our daily schedules?</li> <li>• What results were observed following the implementation of the means selected?</li> <li>• Overall, would you say that the steps taken had an effect on the students' commitment, perseverance and educational success?</li> </ul>

Link to the information sheet on the educational project, part of the compulsory training for governing board members: [https://cdn-contenu.quebec.ca/cdn-contenu/adm/min/education/publications-adm/Centre\\_de\\_services\\_scolaire/sheet-5\\_educational-project.pdf?1637932295](https://cdn-contenu.quebec.ca/cdn-contenu/adm/min/education/publications-adm/Centre_de_services_scolaire/sheet-5_educational-project.pdf?1637932295).

1. MINISTÈRE DE L'ÉDUCATION. *Le Projet éducatif*, 2021. This guide is available (in French) on the website of the Ministère de l'Éducation at: [education.gouv.qc.ca](http://education.gouv.qc.ca). English version forthcoming.