

A Gradual Implementation at the Elementary Level

- Understanding the service and its organization within the school system, particularly at the elementary level, will only happen over time. It is important to think of its **implementation** as a **gradual** process.
- The term “gradual” implementation means that **priorities** must be established and consequently, the service will reach its full potential only in a few years. A period of approximately **three years** is anticipated.
- This three-year period must be seen as a **continuum**.

At the **beginning of the continuum**, priority could be given to gathering information and training the people who will provide the services in the schools (animators, principals, other members of the school team, governing boards). At the **end of the continuum**, the priority could shift to student activities and projects.

This does not mean that the student activities would be non-existent over a certain period, but rather that they would gradually increase in quantity and quality as the service is implemented. The underlying logic of this option is that students could only fully benefit from this service if educators clearly understand their role and can prepare themselves accordingly.

- The organization of the Service must be in accordance with **Section 6 of the *Education Act*** which grants students the **right to these services**.
- The implementation of the Service must be in accordance with the **new perspectives of the complementary services** (see document entitled *Complementary Educational Services: Essential to Success*, code 19-7029 A).
- To ensure that a **quality service is implemented**, the MEQ recommends that school boards confer the responsibility to a person who could **effectively guide** the animators, principals and members of the school team.
- Organizational models may **vary according to the community’s needs** in order to take into account certain particularities. With respect to student activities, you will find below some **examples of organizational structures** that might apply **at the beginning of the continuum** describe above.
 - Carry out activities that may vary in number and in nature according to each school.
 - Carry out activities that may vary in number and in nature according to the class or cycle.
 - Plan projects that can be done by the entire school or part of it (cycles), instead of systematically offering activities in all classes.
 - Propose two or three identical projects that apply to all schools and add some others that are specific to the needs of each school.

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Notwithstanding the organizational models, **certain practices** could be adopted by the animators, that correspond to the very spirit of school reform and the MEQ framework that define the service, so that **the number of activities and the quality of learnings** related to spiritual care and community involvement be increased. For example, some of these practices might include:

- initiating an activity following an event or a school project so as to emphasize its spiritual and community impact
- reaching an understanding with teachers who will follow up on an activity previously initiated by the animator
- participating in the organization or preparation of projects that were planned by the teaching or professional staff, by raising aspects of a spiritual and community life nature
- reaching an understanding with local organizations to offer student activities that would further the development of the learnings initiate by the animator
- calling upon the help of parents, for instance, or members of the community or students at the secondary level to lead committees or to collaborate on certain projects