



## ALL TOGETHER FOR STUDENT SUCCESS, Examples of possible courses of action

### Table of action statements Provincial IDA meeting – January 2021

#### BACKGROUND

Online meetings of school staff involved in Intervention in Disadvantaged Areas (IDA) took place from January 25 to January 29, 2021. The aim of these meetings was to support staff in becoming familiar with the essential elements of the *Reference Manual for Intervention in Disadvantaged Areas* (RMIDA) and to foster sharing/networking among the participants. The meetings also provided an opportunity to gather examples of actions that would enable school system staff to implement the Reference Manual.

#### THEORETICAL FRAMEWORK

*To accompany someone is to walk alongside that person, evolve with them and, as a result, change with them. (L'Hostie and Boucher, 2004)*

In order to intervene in ways that maximize student learning, staff must know and understand the context in which they are operating. [The IDA Reference Manual](#) (RMIDA) is a powerful tool for guiding school stakeholders in ensuring equal opportunities for success for all students. It also proposes some avenues for reflection designed to improve interventions.

Accompaniment is needed in order to institute sustainable change. The aim is to help drive change through the adoption of new ways of thinking, feeling and acting. This can be achieved in various ways, including some that are recognized for promoting the transfer of knowledge in practices, such as sustained support, and the creation of a professional development group or a community of practice (CoP).

#### OBJECTIVES TARGETED BY THIS TOOL

- Make a list of the possible courses of actions shared by participants during the meetings
- Provide suggestions for moving ahead in implementing the RMIDA and thus encourage the essential elements to be taken into account in a disadvantaged area

#### PROPOSED USE

Depending on your role, the proposed courses of action can serve as examples and may provide inspiration for implementing initiatives in your educational institution.

#### Some questions to help you plan your accompaniment:

- What strategies have been adopted that have enabled our staff to improve our practices in disadvantaged areas (DA)?
- What conditions should be put in place to encourage staff to become familiar with the RMIDA?
- What connections can we make with our *Commitment-To-Success Plan* or educational project and how could they be leveraged for the proposed activity?

#### REFERENCES:

L'Hostie, M., and Boucher, L.-P. (2004). *L'accompagnement en éducation*. PUQ. [Translation]  
Paul, M. (2002). "L'accompagnement: Une nébuleuse." *Éducation permanente*, (153)

## ALL TOGETHER FOR STUDENT SUCCESS, examples of possible courses of action Summary of action statements proposed by participants in the IDA provincial meetings held in January 2021

#### Question:

Depending on your role in the school system, what action would you like to take in order to implement the *Reference Manual for Intervention in Disadvantaged Areas* (RMIDA) with your IDA teams?

Intervention level	SSC or SB	School team
<b>Distribution and reflection</b>	<ul style="list-style-type: none"> <li>• Make administrators and professional staff aware of the <i>Reference Manual for Interventions in Disadvantaged Areas</i> (RMIDA).</li> <li>• Plan a meeting with school administrators and offer ongoing support.</li> <li>• Facilitate an RMIDA familiarization activity in a CoP with the managers concerned.</li> <li>• Encourage professional staff to become familiar with the RMIDA so that they can incorporate these values into their ongoing support.</li> <li>• Present the RMIDA to community organizations involved with the schools in our SSC or SB.</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate a meeting with the school team to initiate the reflection process.</li> <li>• Make staff aware of the fact that all students have the capacity to learn, regardless of their socio-economic background.</li> <li>• Integrate the content of the RMIDA into CoPs.</li> <li>• Discuss our strengths and challenges as a school team.</li> <li>• Begin with the various influential effects, starting with the teacher effect, and then make connections with the educational project.</li> <li>• Present the RMIDA to community groups involved with the school.</li> </ul>
<b>Incorporation into practice</b>	<ul style="list-style-type: none"> <li>• Integrate the content of the RMIDA into CoPs.</li> <li>• Take stock of our prejudices and try to dismantle them.</li> <li>• Deconstruct deficit discourse by reiterating the foundational principles of the RMIDA.</li> <li>• Through existing CoPs for preschool teachers, focus on the spirit of the program, which is to welcome students as they are, and accompany them as far as possible, drawing on each student's life experience in order to enrich it.</li> <li>• Stress the importance of not evaluating what you have not taught and of not making assumptions about what students know, so that you do not create differences.</li> <li>• Work through the RMIDA with the educational services team.</li> </ul>	<ul style="list-style-type: none"> <li>• Deconstruct deficit discourse by reiterating the foundational principles of the RMIDA.</li> <li>• With the school team, take stock of our prejudices and mistaken beliefs, try to dismantle them and then work on creating high expectations.</li> <li>• Make connections with other areas such as the <i>Response to Intervention</i> (RTI) model so that the teachers and other school staff do not see all this as working in a silo.</li> <li>• Talk about it during PLC meetings and see how the teachers can take the key actions into account in their work.</li> <li>• Stress the importance of not evaluating what you have not taught and of not making assumptions about what students know, so that you do not create differences.</li> <li>• Offer conditions for implementing the key actions detailed in the RMIDA.</li> <li>• Work on the importance of taking the student's previous life experience into consideration and enrich it by introducing them to experiences that they encounter less frequently.</li> <li>• Acknowledge parents as the experts on their children and involve them in discussions rather than just informing them.</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• Form a committee in collaboration with the SECs and our partners in the CISSS or CIUSSS to agree on courses of action.</li> <li>• Create a hub of school administrators in DAs who are ready to work on the fundamental beliefs to be fostered in their school team.</li> <li>• Form a PLC of school administrators in DAs to explore the know-understand-intervene aspects of the RMIDA in order to plan school PLCs.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan meetings with parents and young people.</li> <li>• Find out what parents need in terms of information that could help them accompany their children (sleep, opposition, information on how children develop, anger management, etc.).</li> <li>• Develop working relationships between the school teams and workers in community organizations.</li> <li>• Form a committee in collaboration with members of the school's professional staff and our partners in the CISSS or CIUSSS to agree on courses of action.</li> </ul>