



Intervention in Disadvantaged Areas

EQUALITY | FAIRNESS | SOCIAL JUSTICE

Presentation of the *Reference Manual for Intervention in Disadvantaged Areas (IDA)*

Video companion tool

The video presents various recommendations from the Reference Manual, [*One School: Success for All*](#). In the space of 9 minutes, 38 seconds, it provides an overview of the topics covered in the manual. This short video could serve as an introduction to an activity on student success in disadvantaged areas. Some excerpts could also be helpful in guiding your school team's reflection on the needs observed. At the end of this document, different questions are suggested to help you in this process.

AIMS

- ∴ Support the school team's reflection on the issues associated with disadvantaged areas.
- ∴ Encourage questioning and discussion on intervention in disadvantaged areas (IDA).
- ∴ Foster interest in consulting and becoming familiar with the Reference Manual.

STAFF CONCERNED

All school system stakeholders who work in disadvantaged areas: personnel responsible for IDA in school service centres, school boards and educational institutions, and on school teams.

PREPARATION

It is recommended that you watch the video before presenting it to your team. This will enable you to contextualize the presentation in terms of your school's needs and set listening intentions.

PROPOSED AVENUES FOR REFLECTION

How is deprivation manifested in our area?

(e.g. employment rate, level of schooling, availability of recreational facilities, quality of the housing, state of health and food security)

What should we know about our students, their families and the community that could help us enrich the educational and pedagogical practices in our school?

(e.g. data on the success of students at our school, the absence rate, the illiteracy rate or the availability of partners in the community)

How can the gap in success rates for students from disadvantaged areas and those from advantaged areas be explained?

What practices in our school and in the classroom contribute to creating an equitable environment that is conducive to learning for all the students who attend our school?

What testifies to the fact that a school is focused on educational practices that promote educational success for all its students?

According to Université de Montréal researcher Jean Archambault, the fact that a student does not know something does not mean that student is experiencing learning difficulties or social maladjustments. What do you understand this statement to mean?

What further steps can I take to help establish equal opportunity and thus contribute to narrowing the success rate gap between students from advantaged areas and those from disadvantaged areas?