

TOWARD A POLICY ON EDUCATIONAL SUCCESS



OBJECTIVES OF THE PUBLIC CONSULTATIONS ON EDUCATIONAL SUCCESS

- Generate reflection on what should be the priorities to ensure educational success.
- Bring new ideas to light.
- Develop a shared, innovative vision of educational success from early childhood to adulthood.

BROAD AREAS OF INTERVENTION

Over time, research has made it possible to gain a better understanding of the factors that foster student retention and success so as to be able to act on them. This process is based on three broad areas of intervention identified in major research findings.

- **1** *All students achieving their full potential*
- **2** *A favourable context for student learning, personal development and success*
- **3** *Mobilization of partners and stakeholders in support of educational success*

For each of these broad areas of intervention, specific areas and courses of action are proposed. You are encouraged to answer the following questions about them:

- In your opinion, are these courses of action relevant?
- How should they be implemented?
- What other actions could be taken?

SUMMARY

September 2016



1 ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL

1.1 Intervention starting in early childhood

Soon after they are born, children begin learning and thus preparing gradually for school. In order to foster educational success for the largest number of students, it is important to consider all the years prior to their starting school.

COURSES OF ACTION

- Improve emergent literacy and mathematics activities in early childhood.
- Consolidate interventions in educational childcare services (childcare centres and private and home daycare centres), especially for children from disadvantaged areas or children with difficulties.
- Help educational childcare services and organizations that work with children and families identify children who could be experiencing difficulties with respect to overall personal development.
- Increase complementarity and consultation with respect to actions by childcare services and schools during the children's transition from childcare to school.
- Continue to introduce kindergarten for 4-year-olds in disadvantaged areas to complement services offered by educational childcare centres.

1.2 A response adapted to students with specific needs

The school climate, early screening, and complementary and concerted actions by the different stakeholders are all required in order to identify students with specific needs and address these needs in a proper and adapted way.

COURSES OF ACTION

- As early as possible, identify students with specific needs, evaluate their needs and better help their parents.
- Revise the category-based funding approach for students with handicaps, social maladjustments or learning difficulties.

- Evaluate the outcomes of integrating students with handicaps, social maladjustments or learning difficulties into regular classes.
- Integrate more students with handicaps, social maladjustments or learning difficulties into subsidized private schools.
- Pay special attention to success for boys.
- Better maintain the interest and motivation of more gifted students.

1.3 Guidance throughout schooling

A school's ability to intervene rapidly in the case of a young person at risk of dropping out is a determining factor in preventing such outcomes.

COURSES OF ACTION

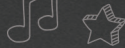
- Create multidisciplinary teams in schools who are responsible for educational success in order to better help at-risk students.
- Start schooling earlier and/or extend the age for compulsory school attendance to 18 or until the student has obtained a first diploma or qualification.
- Better equip secondary school students to choose their educational and occupational paths.
- Provide for smoother transitions between the different educational levels and paths.

1.4 Quality of teaching and pedagogical practices

The quality of teaching and pedagogical practices is an essential condition for educational success. Indeed, teachers and the non-teaching professionals who support them are the only ones who can ensure educational success. Teachers are responsible for using their knowledge, expertise and the various resources available to them for the benefit of the students.

COURSES OF ACTION

- Improve the preparation and professional development of teachers to better meet students' needs in increasingly heterogeneous classes.



- Promote the development of innovative pedagogical practices based on research findings.
- Create an organization dedicated to promoting and ensuring the transfer of knowledge in education, such as the Institut national d'excellence en santé et en services sociaux, in order to develop expertise and best practices.
- Recognize teachers' autonomy and place more value on their profession in Québec in the eyes of future teachers and society as a whole.
- Propose the founding of professional orders to support the development and consolidation of the expertise of the various professions associated with teaching and pedagogy.



2 A FAVOURABLE CONTEXT FOR STUDENT LEARNING, PERSONAL DEVELOPMENT AND SUCCESS

2.1 Importance of literacy and numeracy

Literacy and numeracy (or reading, writing and arithmetic skills) remain the building blocks for developing various types of subject-specific or high-level competencies, and are instrumental in learning and developing digital skills.¹

COURSES OF ACTION

- Ensure optimal development of basic reading, writing and arithmetic skills.
- Make sure students get off to a good start with reading and that they maintain language skills throughout their lives.
- Give the French language a more prominent place in youth and adult education.
- Promote quality in the use of French and encourage a love of reading.
- Intervene quickly with adults who have low literacy and numeracy skills.

2.2 Competencies in demand in the 21st century and the growing presence of digital technology

The goal of all students achieving their full potential must also be understood in terms of a large number of competencies representing countless opportunities for succeeding. A more solid foundation in literacy and numeracy will enable them to develop competencies in a variety of fields, opening up more choices to them.

COURSES OF ACTION

- Make students more autonomous with regard to learning and developing their competencies throughout their lives.
- Better integrate the competencies in demand in the 21st century into the curriculum.
- Expand the intensive English-language instruction programs in Elementary 6.
- Provide a stimulating and innovative school environment that integrates digital technology and educational resources in the best way possible.
- Make available to all students the technological tools and resources they need to succeed.
- Incorporate digital literacy and the acquisition of basic programming skills into the curriculum.

2.3 Adequate preparation for the transition to the labour market or higher education

Schools must adequately prepare students for the transition to the labour market or higher education, make it possible for all students to achieve educational success and facilitate their social and occupational integration. Reaching these objectives is now more essential than ever before.

COURSES OF ACTION

- Encourage more young people to enrol in vocational training.
- Incorporate entrepreneurialism into the curriculum.
- Make the Financial Education program compulsory in Secondary Cycle Two.
- Make it easier for students to transition from one level of education to another.

¹ OECD, *Literacy, Numeracy and Problem Solving in Technology-Rich Environments: Framework for the OECD Survey of Adult Skills*, 2012.





- Increase the movement of vocational training students to the regions.
- Institute mentorship agreements with businesses that will guarantee students jobs when they successfully complete their training.
- Accelerate the development, revision and updating of vocational training programs.

2.4 A school that is inclusive and strengthened by diversity

Schools must contribute to the linguistic, educational and social integration of students and foster a culture that is welcoming to all by recognizing the contribution of each member.

COURSES OF ACTION

- Better prepare students to live together in a pluralist society and recognize the contribution that diversity makes to Québec society.
- Strengthen and diversify services and interventions intended for new immigrants.
- Design interventions intended for the most vulnerable immigrant students, particularly refugees.
- Encourage intercultural exchange activities and meetings between students from different cultures.

3 MOBILIZATION OF PARTNERS AND STAKEHOLDERS IN SUPPORT OF EDUCATIONAL SUCCESS

3.1 Parental involvement

Parental involvement throughout their children's schooling is a major determining factor of success. Relationships and collaboration with teachers and the school must be well established and beneficial for students.

COURSES OF ACTION

- Ensure more effective collaboration between educational childcare services, schools and parents.
- Better recognize parents' role as their children's primary educators.
- Foster ongoing parent involvement in their children's schooling.

3.2 Support from partners and the community

It is crucial that society value education if the interventions of different stakeholders are to converge and achieve structuring effects over the short and long term.

COURSES OF ACTION

- Make education one of the top priorities of Québec society.
- Foster the involvement and support of all of the school's partners.
- Better define the roles and responsibilities of the different stakeholders with respect to educational success.
- Help companies become more involved in vocational training and in helping their employees develop basic reading and writing skills.

The complete version of the consultation document is available at education.gouv.qc.ca.