THE EDUCATIONAL PROJECT

GUIDE

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Foreword

This document is intended to support the various stakeholders who are interested in educational success and involved in the development, implementation and evaluation of educational projects. The document reflects the new legislative provisions introduced with the coming into effect of Bill 40, *An Act to amend mainly the Education Act with regard to school organization and governance*, which received royal assent on February 8, 2020.

Some of the points covered in this document stem from provisions of the *Education Act* (EA) while others relate more to administrative framework proposals or suggestions for further reflection.

The prescribed elements are as follows:

- procedures relating to the development, content, work schedule, transmission, dissemination and evaluation of the educational project (EA, sections 37, 37.1, 74 and 75 for schools; sections 97.1, 97.2, 109 and 109.1 for adult education centres and vocational training centres)
- consistency between the orientations and objectives of the educational project and those of the commitment-to-success plan of the school service centre (EA, sections 37 and 97.1)
- terms governing the coordination of the strategic planning process among educational institutions, the school service centre and the Ministère (EA, sections 209.2 and 459.3). This process refers to the Ministère's strategic plan, the school service centre's commitment-to-success plan and educational institutions' educational project

Caveat

This guide is designed for the general public. It does not replace the legal provisions currently in effect, which take precedence. To learn about all the applicable provisions, readers should consult the laws and regulations under the responsibility of the Minister of Education, particularly the *Education Act.*

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This document was produced by the Ministère de l'Éducation in conjunction with representatives of the following organizations:

- Association des administrateurs des écoles anglaises du Québec (AAEAQ);
- Association des comités de parents anglophones (ACPA);
- Association des commissions scolaires anglophones du Québec (ACSAQ);
- Association des directeurs généraux des commissions scolaires anglophones du Québec (ADGCSAQ);
- Association des directions générales scolaires du Québec (ADGSQ);
- Association montréalaise des directions d'établissement scolaire (AMDES);
- Association québécoise des cadres scolaires (AQCS);
- Association québécoise du personnel de direction des écoles (AQPDE);
- Fédération des comités de parents du Québec (FCPQ);
- Fédération des centres de services scolaires du Québec (FCSSQ);
- Fédération québécoise des directions d'établissement d'enseignement (FQDE);
- Regroupement des comités de parents autonomes du Québec (RCPAQ).

Introduction

Results-Based Management in Education

In Québec, results-based management in education is defined as an approach based on the general public's expectations of an organization, on an analysis of the environment in which that organization operates and on a review of its resources (financial, human, material, etc.). This examination of the organization's situation helps to identify the issues and decide on policy orientations, objectives and targets. The approach depends on close, ongoing collaboration between school staff members, parents, students and the community, and ensures that everyone concerned shares the same understanding of the issues raised and supports the chosen objectives and solutions.

The results-based management approach is founded on the following two basic principles: transparency and accountability. Transparency refers to the importance of providing the general public with accurate and truthful information on the context and issues facing an organization, its policy orientations and objectives, and the results it is seeking to achieve. Among other things, this information will help citizens understand the choices it has made and the steps it has taken. Accountability on the part of an organization means that it is the organization's duty to report to citizens on the choices it has made and the results it has achieved, in particular with respect to the responsibilities conferred upon it by the EA.

In short, with a results-based management approach, an organization, its staff and all other parties concerned are assured that the decisions made are based on a rigorous examination of the context in which the organization operates and are the result of a common, coordinated effort. This approach can also be used to assess the extent to which the ultimate goal, namely academic success for all students regardless of age, has been achieved.

Results-based management is a collaborative approach requiring the collaboration of all those involved. This approach makes it possible to grasp the context in which an organization operates and to define the issues to be taken into consideration, as well as the orientations to be pursued and the objectives and results to be achieved. Finally, it provides for mechanisms to ensure public accountability.

Results-Based Management: An Exercise for the Education Community

The Ministère de l'Éducation (MEQ) also uses a results-based approach to management. After examining the needs of Québec society and the education community, the Ministère defines, in its **strategic plan**, the main orientations to be adopted by the education system and specifies the expected results. This

approach also applies to the school service centres,[1] which determine, in their **commitment-to-success plan**, their policy orientations and objectives and the results they wish to achieve in response to their community's needs and with due regard for the available resources. Educational institutions use the same approach for their **educational project**.

The following diagram shows how the three levels of governance are interrelated.

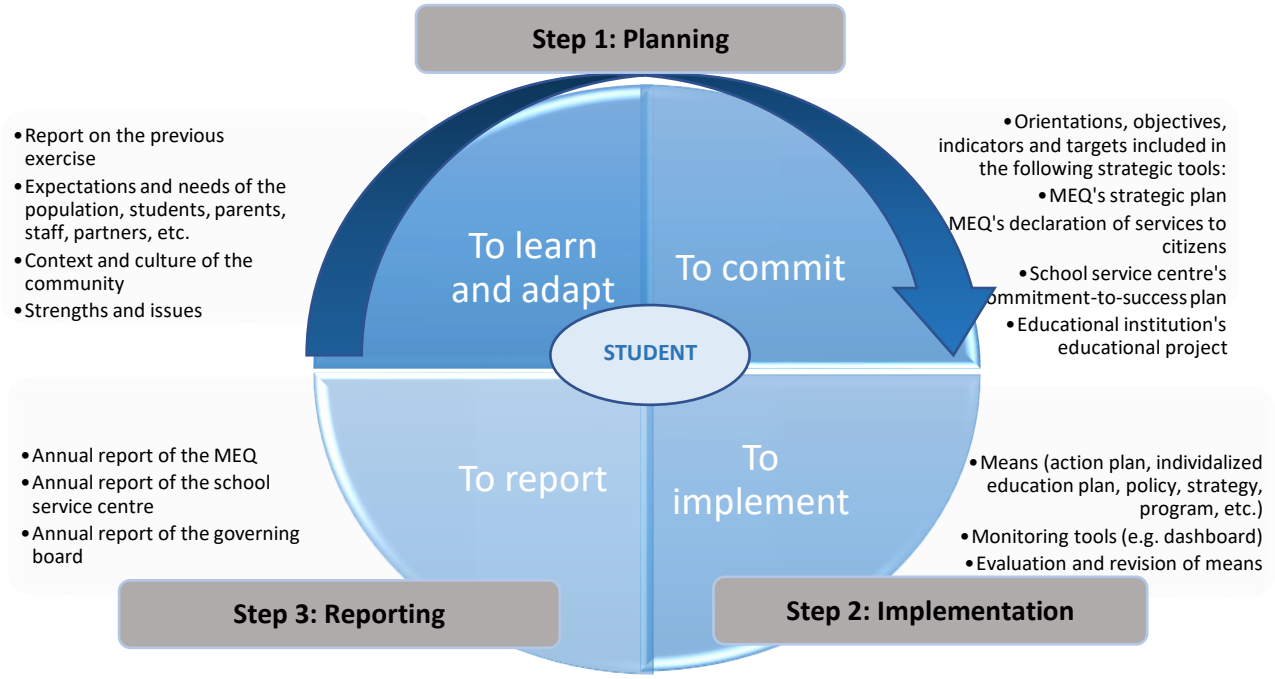
Ministère de l'Éducation – Strategic plan
The Ministère plays a leadership role by stating its vision of Québec's education system.

School service centre – Commitment-to-success plan
The school service centre plays a leadership role by sharing its vision of education for its jurisdiction, which is based on the vision of the Québec education system but adapted to those it serves and the issues that affect them.

Educational institution – Educational project
The educational institution plays a leadership role by creating a school environment that meets the needs of all its students.

Educational success of all students, in the youth and adult sectors

Results-based management consists of the following three steps: planning, implementation and reporting.



[1] The term "school service centre" is used to refer to both school service centres and school boards for the sake of brevity.

The Educational Project

Since Québec's education system was first created, much thought has gone into improving public schools, ensuring the educational success of our students and effectively carrying out the school's mission. The resulting initiatives are known by a variety of names, including management by objectives, project-based management, program-based management, action programs, action plans and others. All these initiatives included a value statement, identification of students' needs, and a choice of policy orientations, objectives, operating methods or evaluation mechanisms.

In 1977, in the document entitled *L'enseignement primaire et secondaire au Québec*, referred to as the Green Paper, the Ministère de l'Éducation proposed a process that would combine the school's objectives and activities to form an extensive project known as the educational project. In the Green Paper, the educational project was described as follows: "The educational project promotes values, embodies a philosophy, proposes goals, coordinates processes and structures measures"[2] [free translation from the original French]. It was to result from a consensus between the school principal, educators, parents and, in some cases at the secondary level, the students themselves, and was intended to address the need to identify and achieve clear objectives. In the Green Paper, the notion of "educational project" also encompassed the responsibility of schools and the need for accountability. A definition of what constituted an educational project was required at the time because different schools had very different projects.

Over many years of reflection, the notion of educational project was clarified in policy papers and legislation, including the Green Paper (1977) mentioned above; Schools of Québec: Policy Statement and Plan of Action (1979); Bill 107 (1989); Bill 180 (1997) and Bill 124 (2002).

In November 2016, the concept of the educational project was redefined as a strategic tool for educational institutions when Bill 105, *An Act to amend the Education Act*, received royal assent. With this new strategic dimension, the educational project contributed to the results-based management approach used in numerous fields of activity, including education.

The examination of educational priorities can be based on the following aspects of the current context in the field of education:

- The existence of many studies that present a variety of "proven" and innovative pedagogical approaches
- The rapid developments in digital technology
- Social concerns about the competencies that must be acquired by all students, regardless of age, in the 21st century (collaboration and leadership, critical thinking and problem-solving, creativity and innovation, social responsibility, cultural, world and environmental awareness,

[2] Québec, Ministère de l'Éducation, *L'enseignement primaire et secondaire: Livre vert.* (Québec: Gouvernement du Québec, 1977), 145.

communication, continuous learning, self-determination, personal management and digital skills)

- The introduction of the principle of subsidiarity, or decentralization of power and responsibility, intended to increase the efficiency of everyday actions by bringing power and responsibility as close to the students as possible

- Investments in education leading to the introduction of new measures

The Educational Project[3]

The educational institution carries out its mission within the framework of an educational project.

Definition of an Educational Project

The educational project is a strategic tool through which an educational institution can define its policy orientations, priority actions and expected results and inform its community in this regard, with a view to ensuring educational success for all students regardless of age. The educational project reflects the characteristics and needs of the students who attend the educational institution, as well as the community's expectations with regard to education. The result of a consensus, this project is prepared and implemented through the collaborative efforts of the various school stakeholders: students, parents, teachers and other school staff members as well as community and school service centre representatives.

The educational project therefore forms part of a process designed to promote coordinated action and synergy among the various levels of the education system (MEQ, school service centres and educational institutions), with due regard for their specific areas of autonomy and characteristics.

Content of an Educational Project

According to the EA, an educational institution's educational project must meet the following requirements:

- consist of the following elements (EA, sections 37 and 97.1):
  - a description of the context in which the institution acts and the main challenges it faces, particularly with respect to educational success and, in the case of a vocational training centre, the relevance of the training to regional or provincial labour market needs
  - the specific policy orientations of the educational institution and the objectives selected for improving educational success
  - the targets to be achieved by the end of the period covered by the educational project
  - the indicators to be used to measure achievement of these objectives and targets
  - the intervals at which the educational project is to be evaluated, determined in collaboration with the school service centre

[3] Appendix 1 gives a summary of the various elements covered in this section.

- respect the students', parents' and school staff's freedom of conscience and of religion (EA, section 37)[4]
- cover a period that is harmonized with the period covered by the school service centre's commitment-to-success plan and the period covered by the MEQ strategic plan (EA, sections 37.1, 97.2 and 209.1)
- where applicable, comply with the terms established by the Minister to coordinate the entire strategic planning process between the educational institutions, the school service centre and the MEQ (EA, section 459.3)
- be consistent with the school service centre's commitment-to-success plan (EA, sections 37 and 97.1)
    - When analyzing its situation, including its results with respect to the strategic orientations and objectives set out in the commitment-to-success plan, the educational institution must consider the relevance of including the orientations and objectives of the commitment-to-success plan in the educational project. In this case, it is up to the educational institution to decide on its own target, which may be different from the target set by the school service centre. If, in addition, an educational institution deems it appropriate given its situation and priorities, nothing prevents it from supplementing its educational project with other orientations or objectives different from those specified in the school service centre's commitment-to-success plan.

Context in Which the Educational Institution Acts (EA, sections 37, 74, 97.1 and 109)

Knowledge of the context is the cornerstone of the process involved in preparing an educational project. The educational project must set out an analysis of the external and internal environment in which the educational institution acts.

All stakeholders with an interest in the educational success of students of all ages should be consulted to ensure that the description of the context truly reflects the community's expectations and the students' characteristics and needs. It is also important to work in cooperation with the groups concerned (e.g. conduct a survey of parents and the local population).

EXTERNAL ENVIRONMENT

The analysis of the educational institution's external environment should briefly describe the significant aspects of the community's needs, expectations and major concerns, as well as the social, economic, demographic, ethno-cultural and technological trends that will have an impact on the strategies used by

[4] For schools only, according to legislative requirements.

the institution for the period in question. In the case of a vocational training centre, there must also be evidence to show that the training offered meets regional or provincial labour market needs.

INTERNAL ENVIRONMENT

The analysis of the educational institution's internal environment should describe the situation as it relates to the following: the students and their level of success, the staff and the way the institution operates, and the facilities that make up the institution.

The context analysis should identify strengths and areas of vulnerability. It should also position the educational institution with respect to the policy orientations, objectives and targets established by the Minister under section 459.2 of the EA.

Appendix 2 contains a list of factors that may be considered when analyzing the educational institution's internal and external environment. The consideration given to these factors will depend on the importance ascribed to them by the institution and their relevance to the level of education concerned.

Deciding on Challenges, Policy Orientations, Objectives, Indicators and Targets

The challenges faced by the educational institution are identified from the information gathered on the internal and external environment. A **challenge**[5] is defined as something that the educational institution, its students and its partners may lose or gain, depending on the strategies implemented. A challenge helps shape the policy orientations. It is formulated as a short statement consisting of a few words with no verb.

Once the challenges have been identified, the steering committee members must then decide on policy orientations and objectives related to each challenge.

A **policy orientation** is a statement of an educational institution's intentions when carrying out its mission. It reflects the institution's priorities, is connected to a challenge, and usually has the following characteristics:

- It is introduced by a single action verb.
- It conveys a central idea.
- It is clear and concise.

[5] Most of the definitions in this section of the document are based on those found (in French only) in the following documents: Québec, Secrétariat aux priorités et aux projets stratégiques du ministère du Conseil exécutif, *La planification stratégique au gouvernement du Québec : Théorie et pratique* (Québec, Le Secrétariat, 2008). Québec, Secrétariat du Conseil du trésor, *Glossaire des termes usuels en mesure de performance et en évaluation : pour une gestion saine et performante (*Québec: Gouvernement du Québec, 2013). Québec, Ministère du Conseil exécutif, *Lignes directrices encadrant la démarche de planification stratégique des ministères, des sociétés d'État et des autres organismes du gouvernement du Québec (*Québec: Le Ministère, 2013).

An **objective** is one of the educational institution's priority commitments for the period covered by the educational project. It sets out specific, measurable changes that the educational institution would like to make. It is formulated as a perceptible, meaningful result for students, regardless of age, and the institution is accountable for achieving this outcome. It usually has the following characteristics:

- It is introduced by a single action verb.
- It conveys a single idea.
- It specifies the target student group.
- It explicitly states the targeted result.

The policy orientations and objectives help promote consistency of action and allow the school team to channel its energies into areas where an additional effort is required. The policy orientations and objectives must also be consistent with the school service centre's commitment-to-success plan.

Care is needed when deciding on the number of policy orientations and objectives that will be included in the educational project. Between three and five policy orientations are recommended, since the educational institution must also consider other priorities, in addition to those chosen for the educational project. However, this recommendation should not be construed as limiting an institution's autonomy.

It may be difficult to identify policy orientations and objectives if a large number of people took part in the development of the educational project. In some cases, it may be appropriate to set up a subcommittee whose members will work together to choose and draft the policy orientations and objectives. Once this has been done, it may be useful to hold a consultation to validate the policy orientations and objectives and amend them if necessary. The consultation process may also help to limit the number of policy orientations and objectives.

Indicators and targets must then be chosen for each objective. An **indicator** is a piece of information or a quantitative or qualitative measurement used to assess progress toward the achievement of an objective. There are several types of indicators, including performance indicators, which are directly connected to the results associated with an objective, and implementation indicators, which refer to the measures and resources used to achieve an objective. An indicator usually has the following characteristics:

- It is clear and precise with respect to the target result.
- It measures only one aspect at once.
- It is based on reliable, recurrent data.

It is important to ensure that the stakeholders concerned share a common understanding of the indicators, and a glossary containing definitions of the indicators may be useful in this regard. It is equally

important to provide regular information on results derived from indicators, which are a vital component of results-based management.

A **target** is associated with an indicator and refers to the result associated with an objective. It is precise and will usually be quantifiable, although a qualitative target may be set in cases where a quantitative measurement is either impractical or inappropriate. Medium-term targets may be justifiable for some objectives so that better follow-up can be provided during the period covered by the educational project.

Once the challenges, policy orientations, objectives, indicators and targets have been identified, the next step is to think about the measures to be taken to achieve results. It is up to the school team to choose its own measures. This will be discussed in more detail in the section on the implementation and monitoring of the educational project.

Examples of challenges, policy orientations, objectives, indicators and targets are presented for information purposes in Appendix 3 of this document.

Taking Sustainable Development into Account

Sustainable development is an integral part of the values and principles that inspire the Ministère's vision with respect to the development of the education system and the practice of physical activities, sports and recreational and outdoor activities. Education is a key issue in sustainable development because it constitutes the main source of social and economic equity, in addition to being an essential mechanism in promoting environmental awareness among individual citizens and in society as a whole.

Documents on sustainable development in the school system, which are accessible on the website of the Ministère,[6]are useful for stimulating reflection on the subject and facilitating greater comprehension of it. The Ministère can also be reached at: developpementdurable@education.gouv.qc.ca.

What an Educational Project Is Not

To fulfill the definition, an educational project should not be:

- an administrative document produced solely to satisfy a legal requirement
- a document based solely on the convictions of school team members
    - The educational project must take into account the analysis of certain aspects of the context, including the characteristics and needs of the students, regardless of age, who attend the educational institution, and the community's expectations with regard to education.
- a document consisting only of a list of values

[6] http://www.education.gouv.qc.ca/contenus-communs/societe/developpement-durable/

- It is appropriate to include values in the educational project, since they guide the educational institution's choices. However, the educational project must also outline the institution's policy orientations, priority actions and expected results.

- a document containing only a list of the actions or measures taken during a school year
  - Deciding on actions or measures is a necessary step in implementing the educational project. However, the EA does not require them to be included in the educational project. The educational institution may amend the list of actions or measures based on the results obtained, without necessarily changing the policy orientations that were chosen beforehand.
- a targeted project
  - The educational project must be respectful of student diversity and promote inclusion. Given that the values of universality, accessibility and equity provided the foundation that helped Québec's education system flourish, inclusion must be regarded as an absolute priority.
- a document produced by the school team alone and only presented to the members of the governing board for adoption
  - The educational project is prepared jointly and in collaboration with all stakeholders concerned, including the members of the governing board.

The Process of Developing an Educational Project

Transparency and the requirement of accountability are conducive to effective communication and to the development of a relationship of trust between the educational institution and all stakeholders concerned with the school and student success. These two principles may also help to make the stakeholders more accountable.

Several winning conditions may be required to carry out the educational project, including: the formation of a steering committee, the establishment of a time frame, collaborative management, teamwork, concerted action and consultations.

Appendix 5 is a checklist that can be used in developing an educational project, particularly during meetings with the steering committee and the governing board.

Steering Committee

A steering committee, composed of representatives of the stakeholders concerned, can be a winning strategy for carrying out all the steps involved in the development of an educational project. In addition, training on the educational project and the general process involved can be offered (presentation of this guide, legal obligations, management of a working group composed of people from different spheres, etc.).

Work Schedule

A rigorous, yet realistic time frame will help ensure the success of an educational project. Periods during the school year when the workload is heavier must be taken into account in scheduling collaborative work and consultations. It is also important for the governing board to take its work on the educational project into account when scheduling its meetings.

All those concerned should be made aware of the time frame once it has been determined so that they can become familiar with all the steps in the process and plan accordingly.

Collaborative Management

Collaborative management prioritizes teamwork to achieve a shared goal, with due respect for the legal responsibilities of individual team members. Their collaboration creates synergy and fosters commitment around a shared vision while reinforcing collective responsibility. Research has shown the effectiveness of a collaborative management approach, in which members of the education community work together to solve problems relating to educational success.[7]

For teamwork to be effective, a number of conditions must be met, including the following:

- A person must be made responsible for the group.
- As far as possible, the availability of all members should be taken into account.
- In-person meetings should be encouraged.
- The group should be reminded of the objective to be achieved.
- Operating rules must be established.
- The work should be organized so as to encourage collaboration.
- Measures should be developed to facilitate the integration of all group members.
- A climate of trust must be created.
- Progress reports must be provided.
- A continuous improvement process is required.[8]

[7] Pierre Collerette, Daniel Pelletier and Gilles Turcotte, *Recueil de pratiques des directions d'écoles secondaires favorisant la réussite des élèves* (Québec, Université du Québec en Outaouais, 2013), 8.

[8] Most of these conditions were taken from the following reference: Edgar H. Schein, *Organizational Culture and Leadership* (San Francisco, Jossey-Bass, 2004), 458 p.

Teamwork can benefit from the use of digital technologies such as messaging, online file sharing, videoconferencing, social networking. Using them can help make it easier for group members to work and communicate with one another and thereby improve their efficiency.

To foster student success in both the youth and adult education sectors, it is important that work be based on the following principles:

- decisions focused on student success and community needs
- subsidiarity
- resource optimization
- decisions based on the results of research and experience

Concerted Action

"Concerted action is a real and active expression of collaboration."[9] The aim of concerted action is to obtain a consensus on the policy orientations, priority actions and expected results to be included in the educational project. The EA states (sections 74 and 109) that: "Each of these stages shall be carried out through concerted action between the various participants having an interest in the school and in educational success. To that end, the governing board shall encourage the collaboration of students, parents, teachers, other school staff members, and community and school service centre representatives."

Concerted action with daycare services

Concerted action is also based on taking into account, as an unavoidable consideration, the daycare services offered in elementary schools. At each step in the development, implementation and follow-up of the educational project, daycare services must be an integral part of the school team's reflections and decisions.

Consultations

At some stage in the preparation of the educational project, the governing board will be required to carry out various consultations together with the school administration, which provides overall coordination. The main community stakeholders can contribute a variety of perspectives, depending on the group to

[9] Claude Larivière, "Les réseaux intégrés de services : fondements, définitions et modes d'organisation", in *Guide pour soutenir le partenariat : entente CLSC-centres jeunesse* (Québec, Comité conjoint CLSC-centres jeunesse, 2001), 38. [TRANSLATION]

which they belong. It is therefore recommended that consultation include students, parents, teachers, daycare staff and support staff, as well as members of the community and of the school service centre.

Since the educational project must be a product of the community, the governing board may extend the list of groups consulted to include the following, among others:

- the parent participation organization
- the student committee
- the committee of parents using the school daycare service
- government partners (e.g. employment, health and social services, culture)
- community organizations that are active in the area and provide complementary services to the education community
- the regional coordinating authority on educational success
- representatives of the business community, etc.

The EA states that the parent participation organization and the student committee must encourage their members to collaborate in defining, implementing and periodically evaluating the institution's educational project.

Consultations conducted by the students' committee

The students' committee can present the students on the governing board and the principal or director of the educational institution with any suggestions likely to facilitate the harmonious operation of the school. For example, as part of the educational project planning process, this committee may suggest ways to survey the entire student body or to hold consultations that might enable it to propose possible solutions to the steering committee.

A consultation plan should be prepared with the stakeholders concerned to ensure that the consultation process is carried out effectively. The consultation plan must take the community's situation into account and cover the following points:

- the purpose of the consultation
- a schedule of activities for every step of the consultation process
- the target population, the sample size and the sampling method
- consultation tools (interviews, online questionnaires, focus groups, etc.)
- budget forecasts

- the evaluation to be carried out at each step of the consultation process
- feedback and follow-up to the consultation[10]

Throughout the consultation process, it is important for those responsible to keep in mind the winning conditions for successful communication:

- be open to the opinions of the groups consulted
- be transparent
- show how the opinions of the groups consulted were used to prepare the educational project and explain why certain opinions were not taken into account[11]

The success of the consultation process will depend to a large extent on the quality of communications with the groups concerned. Those responsible for the consultation should therefore be offered training to help them carry out the consultation process effectively.

Submitting and Publishing the Educational Project

Before sending the educational project to the school service centre and making it public, it is suggested that it be submitted one last time to the steering committee involved in preparing it. With this validation exercise, the principal or director of the educational institution can ensure that the educational project truly reflects the discussions that took place and the decisions that were made while the project was being developed. This preliminary version of the project will provide an opportunity to make any necessary changes before presenting the educational project to the governing board for adoption.

For School Service Centres

The governing board sends the educational project of the school or training centre to the school service centre and makes it public within 30 days after sending it.

For School Boards

The governing board sends the educational project of the school or training centre to the school board and makes it public within 60 to 90 days after sending it, or according to another time frame established in advance by the governing board and the school board.

[10]Treasury Board of Canada Secretariat, *Guidelines for Effective Regulatory Consultations* (Canada: TBCS, 2007).
[11] *Ibid*.

For School Service Centres and School Boards

- The educational project is sent to the parents and the school staff. In the case of a training centre, it is sent to the students and the school staff. The educational project takes effect on the day of its publication (EA, sections 75 and 109.1).
- It is highly recommended that the educational project be posted on the educational institution's website so that it is readily available to anyone who wishes to consult it. A number of paper copies may also be made available.
- The educational institution can present the educational project at the annual general meeting of parents.
- A letter of thanks should be emailed to steering committee members, governing board members and the educational institution's staff in order to acknowledge their contribution to the preparation of the educational project.

Implementing and Monitoring the Educational Project

After defining the context and choosing the policy orientations and objectives, the educational institution must implement and monitor the commitments made in the educational project. The following steps may be taken to implement the educational project:

- Agree with the school team on the measures that will be applied to achieve the objectives and targets. To explain the rationale behind its choice of measures, the school team may refer to educational practices in the community, the school service centre's educational practices, research findings and the results of experiments, and documents produced by the school service centre and by MEQ (policies, strategies, strategic plans, action plans, etc.).
- Obtain the principal's approval for the measures (EA, section 96.15).
- Develop management monitoring tools (follow-up table, dashboard, action plan, etc.) and periodically observe the progress made. These tools are a valuable source of information on the effectiveness of the measures used.
- Where necessary, adjust the measures according to the available financial and human resources as well as the results.
- Continue to work with those involved in the development of the educational project. Meetings should be held with them to inform them of the means that have been established to attain the objectives and the follow-up of the results. These collaborators should become an integral part of the search for solutions, if the situation calls for it. They are invaluable organizational resources and regular communication with them should be maintained.

- Update the educational project, taking into account (if necessary), new orientations identified by the Minister or significant changes in the educational institution's situation (e.g. a change in its deed of establishment or in its catchment area). Consultation with the people involved in preparing the educational project could become necessary.
- Begin the task of preparing the new educational project before the one currently in force has expired.

In Appendix 5, you will find an action plan template that will allow you to monitor the progress of your orientations.

Reporting on the Educational Project

Reporting is the last stage in the results-based management process. It involves evaluating the educational project and presenting the evaluation results to the community.

The educational institution must monitor and examine the extent to which the objectives have been achieved and the effectiveness of the measures it has applied to fulfill its commitments. From a continuous improvement standpoint, evaluation also provides an opportunity to share innovative practices so they can be incorporated into everyday pedagogical practices, including those concerning academic learning and social skills.

The school service centre must agree with principals or directors as to the intervals at which the educational project should be evaluated. The school service centre may set requirements concerning the content of the educational project, the transmission date, the model to be used, and so on.

The school service centre must provide the education community with information on the school team's or centre team's choices and the results (EA, sections 75 and 109.1). The information should be precise and succinct, clearly worded and accurately reported to achieve the transparency required for accountability.

The document produced at this stage of the process may also serve as a promotional tool to attract parents looking for a school for their children. The visual appearance of the document is therefore important. In addition to the results, parents will find a brief description of the educational institution's mission, vision and values, as well as the context in which it operates, its curriculum, its main achievements and any future initiatives to be introduced.

Appendix 1– The Educational Project

Definition
The educational project is a strategic tool through which an educational institution can define its policy orientations, priority actions and expected results and inform its community in this regard, with a view to ensuring educational success for all students regardless of age. The educational project reflects the characteristics and needs of the students who attend the educational institution, as well as the community's expectations with regard to education. The result of a consensus, this project is prepared and implemented through the collaborative efforts of the various school stakeholders: students, parents, teachers and other school staff members as well as community and school service centre representatives.

Stage	Winning conditions	Content	Requirements
1. Analyzing the external and internal environment	Collaborative management	Description of the context	The period covered by the educational project must be harmonized with the period covered by the school service centre's commitment-to-success plan and the period covered by the MEQ strategic plan
2. Deciding on challenges, policy orientations, objectives, indicators and targets	Consultations	Targets and indicators	Respect freedom of conscience and religion
3. Submitting and publishing the educational project	Teamwork	Policy orientations and objectives	Comply with the terms established by the Minister
4. Implementing and monitoring the educational project	Time frame	Intervals at which the project is evaluated	Ensure consistency with the school service centre's commitment-to-success plan
5. Reporting	Concerted action		

Appendix 2 – Factors That Can Be Considered When Examining the Educational Institution's External and Internal Environment

EXTERNAL ENVIRONMENT

- the territory's socio-economic situation and its impact on education (e.g. population increase or decrease, average level of parents' education)
- the forms of collaboration with organizations and partners to support education in the school service centre's educational territory and administrative region (e.g. municipalities, institutions of higher education, regional coordinating authority on student retention, integrated health and social services centre, Carrefour jeunesse-emploi, local development centre)
- educational services provided by the public and private sectors (early childhood, preschool, elementary, secondary, adult education, vocational training, higher education) within the educational institution's territory and administrative region
- the socio-economic environment index (SEEI)
- the low-income cut-off indicator (LICOI)
- the type or level of support and guidance that parents provide for their children
- the family status of students
- the placement rate by type of vocational training program

INTERNAL ENVIRONMENT

Students and their success

Provincial indicators provided by the Ministère de l'Éducation:

- the percentage of students who are 13 years of age or over when they start secondary school
- the pass rate for the uniform examinations in Secondary IV and Secondary V
- the percentage of students who leave school each year without a diploma or qualifications (dropout rate)

Other provincial indicators provided by the school service centre or educational institution:

- the pass rate for the compulsory examinations in Elementary 4 and 6.
- the pass rate for the compulsory examinations in Secondary II
- the percentage of students who leave school each year without a diploma or qualifications (dropout rate), by level of education, age, gender, language status, socio-economic level and

special needs (students with handicaps, social maladjustments or learning difficulties, first-generation immigrant students, etc.)

- the qualification and graduation rate, by students' gender, language status, socio-economic level and special needs (students with disabilities, social maladjustments or learning difficulties, first-generation immigrant students, etc.)

Statistical profile of the school population:

- number of students, by level of education and sector (youth general education, vocational training, adult general education)
- estimated size of the student body for the next five years
- number of students using daycare services
- average age of newly enrolled students in vocational training
- percentage of students under 20 years of age in vocational training
- percentage of students with a secondary school diploma in vocational training

Students' characteristics:

- nationality
- first language

Success-related characteristics:

- number of students in transition
- number of students with an individualized education plan
- number of students with an individualized intersectoral service plan
- number of students with a TSAL (transition from school to active life)
- percentage of students with disabilities, social maladjustments or learning difficulties
- percentage of students with handicaps, social maladjustments or learning difficulties who are integrated into regular classes
- number of instances of bullying or violence per year
- rate of student absenteeism
- number of classroom expulsions per year
- percentage of students involved in extracurricular activities (student activities, interscholastic sports, community activities, etc.)

- level of student motivation
- percentage of students able to organize their work satisfactorily
- percentage of students with paid employment and the number of hours worked per week
- percentage of children who, when starting school, exhibit no characteristics that place them in a vulnerable situation that could jeopardize their development
- percentage of students who enter Secondary III in the general education sector
- percentage of students who enter Secondary IV in the general education sector
- percentage of students who enter Secondary V in the general education sector
- percentage of students who continue their studies in the vocational training sector
- percentage of students who continue on to higher education
- student retention and pass rate in Secondary Cycle Two adult general education, across all age and student groups
- number of people who obtain a diploma of vocational studies

School staff members and school structure

- number of teachers, non-teaching professionals and other staff providing students with direct or indirect support, by employment category, type of position, etc.
- stability of the workforce
- average age of school staff members
- level of staff involvement
- curriculum of the educational institution (options, profiles, programs, etc.)
- special education services provided
- complementary services provided
- daycare services provided
- extracurricular activities offered to students
- type of leadership provided by the principal or director
- student supervision practices
- educational practices
- degree to which information and communications technologies are integrated

- learning support services available to students
- evaluation practices
- characteristics of the relationship between the school and families
- characteristics of the relationship between staff and students
- organizational climate

Educational institution

- financial resources
- technological equipment
- number of buildings and their condition
- number and type of specialized facilities
- availability of rooms

Appendix 3 – Examples of Challenges, Policy Orientations, Objectives, Indicators and Targets (for Information Purposes)

This Appendix presents examples of challenges, policy orientations, objectives, indicators and targets. It is up to the educational institution to select them, but they must be consistent with the school service centre's commitment-to-success plan and reflect the institution's context and situation. The section entitled "Context in which the educational institution acts" outlines an approach for describing the context.

Policy Orientations	Objectives	Indicators	Targets
Topic: Success for all students			
Improve literacy skills	Improve the pass rate for the ministerial English Language Arts Examination in Elementary 6	- Pass rate for the ministerial English Language Arts Examination in Elementary 6	95% by 2027
	Improve the pass rate for the ministerial English Language Arts Examination in Secondary V	- Pass rate for the ministerial English Language Arts Examination in Secondary V	90% by 2027
	Reduce the difference between the pass rate for boys and the pass rate for girls on the ministerial English Language Arts Examination in Elementary 6	Pass rate for boys on the ministerial English Language Arts Examination in Elementary 6 - Pass rate for girls on the ministerial English Language Arts Examination in Elementary 6 - Pass rate for boys on the ministerial English Language Arts Examination in Elementary 6 - Pass rate for girls on the ministerial English Language Arts Examination in Elementary 6	5% difference between the pass rates for boys and the pass rate for girls in reading by 2027 8% difference between the pass rates for boys and the pass rate for girls in reading by 2027
Topic: Physical and psychological well-being of students			
Provide a healthy, safe environment	Increase the number of awareness campaigns on good behavior to adopt at school	- The number of awareness-raising campaigns	3 awareness-raising campaigns per year
	Reduce the difference between boys and girls when it comes to the number of minutes of physical	- Number of minutes of physical activity per week for boys - Number of minutes of physical	10% difference in the number of minutes of physical

Policy Orientations	Objectives	Indicators	Targets
	activity per week (secondary school)	activity per week for girls	activity per week between boys and girls 10%
Topic: Implementation of eco-responsible practices[12]			
Develop eco-responsible practices among students	Increase the number of eco-responsible activities for students	Number of eco-responsible activities carried out by students	Increase eco-responsible activities to 3 by the end of the educational project
Integrate education for sustainable development into existing pedagogical practices	Increase the number of activities in education for sustainable development	Number of activities in education for sustainable development	Increase to 4 activities in education for sustainable development by the end of the educational project
Topic: Establishment of a digital culture			
Develop the digital skills of teachers and students	Increase access to information and communication technologies in the classroom	Number of digital devices available in classrooms	Increase the number of digital devices in the classroom by 5%
	Increase the number of digital initiatives related to teacher training	The number of digital initiatives	Increase the number of digital initiatives by 5 per year

[12] http://www.education.gouv.qc.ca/en/contenus-communs/societe/sustainable-development-in-the-school-network/

Appendix 4 – Sections of the *Education Act*[13] Relating to the Educational Project

CHAPTER II – TEACHERS

DIVISION I – TEACHERS' RIGHTS

19. In accordance with the educational project of the school and the programs of activities or of studies established by the Minister, and subject to the provisions of this Act, the teacher has the right to govern the conduct of each group of students entrusted to his care.

The teacher, having key educational expertise, is entitled, in particular,

(1) to select methods of instruction corresponding to the requirements and objectives fixed for each group or for each student entrusted to his care

(2) to select the means of evaluating the progress of students so as to examine and assess continually and periodically the needs and achievement of objectives of every student entrusted to his care

22. A teacher shall

(1) contribute to the intellectual and overall personal development of each student entrusted to his care;

(2) take part in instilling into each student entrusted to his care a desire to learn;

(3) take the appropriate means to foster respect for human rights in his students;

(4) act in a just and impartial manner in his dealings with his students;

(5) take the necessary measures to promote the quality of written and spoken language;

(6) take appropriate measures to attain and maintain a high level of professionalism;

(6.1) collaborate in the training of future teachers and in the mentoring of newly qualified teachers;

(7) comply with the educational project of the school.

CHAPTER III – SCHOOLS

DIVISION I – ESTABLISHMENT

36. A school is an educational institution whose object is to provide to the persons entitled thereto under section 1 the educational services provided for by this Act and prescribed by the basic school regulation

[13] Québec. *Education Act* [Online]: https://www.canlii.org/en/qc/laws/stat/cqlr-c-i-13.3/latest/cqlr-c-i-13.3.html] (Accessed on April 13, 2022).

established by the Government under section 447 and to contribute to the social and cultural development of the community.

In keeping with the principle of equality of opportunity, the mission of a school is to impart knowledge to students, foster their social development and give them qualifications, while enabling them to undertake and achieve success in a course of study.

A school shall pursue this mission within the framework of an educational project.

37. The school's educational project, which may be updated if necessary, shall contain:

(1) the context in which the school acts and the main challenges it faces, particularly with respect to educational success;

(2) the specific policies of the school and the objectives selected for improving educational success;

(3) the targets for the period covered by the educational project;

(4) the indicators to be used to measure achievement of those objectives and targets; and

(5) the intervals at which the educational project is to be evaluated, determined in collaboration with the school service centre.

The policies and objectives required under subparagraph 2 of the first paragraph shall be designed to ensure that the Québec education policy framework defined by law, by the basic school regulation and by the programs of studies established by the Minister is implemented, adapted and enriched. They must also be consistent with the school service centre's commitment-to-success plan.

The educational project must respect students', parents' and school staff's freedom of conscience and of religion.

37.1. The period covered by the educational project must be harmonized with the period covered by the school service centre's commitment-to-success plan in accordance with any terms prescribed under the first paragraph of section 459.3.

DIVISION II – GOVERNING BOARD

§ 4. — Functions and powers

1. — General functions and powers

74. The governing board shall analyze the situation prevailing at the school, primarily the needs of the students, the challenges tied to educational success and the characteristics and expectations of the community served by the school. Based on the analysis and taking into account the commitment-to-

success plan of the school service centre, the governing board shall adopt the school's educational project, oversee the project's implementation and evaluate the project at the intervals specified in it.

Each of these stages shall be carried out through concerted action between the various participants having an interest in the school and in educational success. To that end, the governing board shall encourage the collaboration of students, parents, teachers, other school staff members, and community and school service centre representatives.

75. The governing board shall send the school's educational project to the school service centre and make it public within 30 days after sending it. It shall also make public the evaluation of the school's educational project. The educational project and any evaluation of it shall be communicated to the parents and the school staff.

The educational project takes effect on the date of its publication.

83. Each year, the governing board shall inform the parents and the community served by the school of the services provided by the school and shall report on the level of quality of such services.

DIVISION III – PARENT PARTICIPATION ORGANIZATION

96.2. The purpose of a parent participation organization is to encourage the collaboration of parents in developing, implementing and periodically evaluating the school's educational project and their participation in their child's educational success.

96.6. The purpose of the student committee is to encourage the collaboration of students in developing, implementing and periodically evaluating the school's educational project and their participation in their educational success and in school activities as well as in the student consultation held by the governing board under the first paragraph of section 89.2.

A further purpose of the student committee is to encourage students to conduct themselves in a civil and respectful manner toward each other and the school staff.

The student committee may also make suggestions to the student representatives on the governing board and to the principal that are likely to facilitate the proper operation of the school.

DIVISION V – PRINCIPAL

§ 2. — Functions and powers

96.13. The principal shall assist the governing board in the exercise of its functions and powers and, for that purpose, the principal shall:

(1) coordinate the analysis of the situation prevailing at the school and the development, implementation and periodical evaluation of the school's educational project;

(1.1) coordinate the development, the review and, if necessary, the updating of the anti-bullying and anti-violence plan;

(2) ensure that the proposals required under this chapter are prepared and submitted to the governing board for approval;

(2.1) ensure that the governing board is provided all necessary information before approving the proposals made under this chapter;

(2.2) send parents any document the governing board addresses to them;

(3) encourage concerted action between the parents, the students and the staff and their participation in school life and in educational success;

(4) inform the governing board on a regular basis concerning the proposals approved by the principal under section 96.15.

If the principal fails or refuses to submit to the governing board a proposal concerning a matter within the purview of the governing board within 15 days of the date on which the governing board requests the proposal, the governing board may act without such a proposal.

96.15. The principal is responsible for approving, on the proposal of the teachers or, in the case of matters referred to in subparagraphs 5 and 6, of the members of the staff concerned,

(1) in accordance with the policies determined by the governing board, the local programs of studies developed to meet the special needs of students;

(2) the criteria for the introduction of new instructional methods;

(3) in accordance with this Act and in keeping with the school budget, the textbooks and instructional material required for the teaching of programs of studies;

(4) the standards and procedures for the evaluation of student achievement, in particular, how parents are to be informed of the academic progress of their children, in keeping with the prescriptions of the basic school regulation and subject to the examinations that may be imposed by the Minister or the school service centre;

(5) the rules governing the placement of students and their promotion from one cycle to the other at the elementary level, subject to the rules prescribed by the basic school regulation;

(6) the measures selected to achieve the objectives and targets set out in the educational project.

Before approving the proposals under subparagraph 3 of the first paragraph and the proposals relating to how parents are to be informed of the academic progress of their children under subparagraph 4 of the first paragraph, the principal must consult with the governing board.

The proposals of the teachers or the staff members under this section shall be made according to the procedure determined by the teachers or the staff members at general meetings called for that purpose by the principal or, failing that, according to the procedure determined by the principal.

A proposal of the teachers or the staff members concerning a subject referred to in this section must be made within 30 days after the proposal is requested by the principal, failing which the principal may act without such proposal.

If the principal does not approve a proposal of the teachers or the staff members, the principal shall give reasons, in writing, for the decision.

The standards and procedures for the evaluation of achievement referred to in subparagraph 4 of the first paragraph may not have the effect of allowing a student's result to be reviewed by the principal. However, they must allow the principal to ask the teacher to whose care the student is entrusted to

review the result assigned to the student or, if the teacher is absent or unable to act, to entrust the review to another teacher, in accordance with the conditions and procedures determined by regulation of the Minister. The principal must give reasons in writing for his or her request for the grade review.

CHAPTER IV – VOCATIONAL TRAINING CENTRES AND ADULT EDUCATION CENTRES

DIVISION I – ESTABLISHMENT

97. Vocational training centres are educational institutions whose mission is to provide the educational services prescribed by the basic vocational training regulation established by the Government under section 448.

Adult education centres are educational institutions whose mission is to provide to persons entitled thereto under section 2 the educational services prescribed by the basic adult education regulation established by the Government under section 448.

Centres shall pursue their mission within the framework of an educational project.

It is also the mission of centres to contribute to the social and cultural development of the community.

97.1. The centre's educational project, which may be updated if necessary, shall contain:

(1) the context in which the centre acts and the main challenges it faces, particularly with respect to educational success and, in the case of a vocational training centre, the relevance of the training to regional or provincial labour market needs;

(2) the specific policies of the centre and the objectives selected for improving educational success;

(3) the targets for the period covered by the educational project;

(4) the indicators to be used to measure achievement of those objectives and targets; and

(5) the intervals at which the educational project is to be evaluated, determined in collaboration with the school service centre.

The policies and objectives required under subparagraph 2 of the first paragraph shall be designed to ensure that the basic school regulation and the programs of studies established by the Minister are implemented, adapted and enriched. They must also be consistent with the school service centre's commitment- to-success plan.

97.2. The period covered by the educational project must be harmonized with the period covered by the school service centre's commitment-to-success plan in accordance with any terms prescribed under the first paragraph of section 459.3.

DIVISION II – GOVERNING BOARD

§ 3. — Functions and powers

109. The governing board shall analyze the situation prevailing at the centre, particularly the challenges tied to educational success and the characteristics and expectations of the community served by the centre. Based on the analysis and taking into account the school service centre's commitment-to-success plan, the governing board shall adopt the centre's educational project, oversee the project's implementation and evaluate the project at the intervals specified in it.

Each of these stages shall be carried out through concerted action between the various participants having an interest in the centre and in educational success. To that end, the governing board shall

encourage the collaboration of students, parents, teachers, other centre staff members, and community and school service centre representatives.

109.1. The governing board shall send the centre's educational project to the school service centre and make it public within 30 days after sending it. It shall also make public the evaluation of the centre's educational project.

The educational project and any evaluation of it shall be communicated to the students and the centre staff members.

The educational project takes effect on the date of its publication.

110.3.1. Each year, the governing board shall inform the community served by the centre of the services provided by the centre and report on the level of quality of such services.

DIVISION III – PRINCIPAL

§ 2. — Functions and powers

110.10. The principal shall assist the governing board in the exercise of its functions and powers and, for that purpose, the principal shall:

(1) coordinate the analysis of the situation prevailing at the centre and the development, implementation and periodical evaluation of the centre's educational project;

(2) ensure that the proposals required under this chapter are prepared and submitted to the governing board for approval;

(2.1) ensure that the governing board is provided all necessary information before approving the proposals made under this chapter.

If the principal fails or refuses to submit to the governing board a proposal concerning a matter within the purview of the governing board within 15 days of the date on which the governing board requests the proposal, the governing board may act without such a proposal.

110.12. The principal is also responsible for approving, on the proposal of the teachers or, in the case of the matters referred to in subparagraph 4, of the staff members concerned:

(1) the criteria for the introduction of new instructional methods;

(2) in keeping with the budget of the centre, the textbooks and instructional material required for the teaching of programs of studies;

(3) the standards and procedures for the evaluation of student achievement in keeping with the prescriptions of the basic regulation and subject to the examinations that may be imposed by the Minister or the school service centre;

(4) the measures selected to achieve the objectives and targets set out in the educational project.

The proposals of the teachers under this section shall be made according to the procedure determined by the teachers or of the staff members concerned at a meeting called for that purpose by the principal or, failing that, according to the procedure determined by the principal.

A proposal of the teachers or of the staff members concerned concerning a subject referred to in this section must be made within 30 days after the proposal is requested by the principal, failing which the principal may act without such proposal.

If the principal does not approve a proposal of the teachers or of the staff members concerned, the principal shall give reasons for the decision.

The standards and procedures for the evaluation of achievement referred to in subparagraph 3 of the first paragraph may not have the effect of allowing a student's result to be reviewed by the principal. However, they must allow the principal to ask the teacher to whose care the student is entrusted to review the result assigned to the student or, if the teacher is absent or unable to act, to entrust the review to another teacher, in accordance with the conditions and procedures determined by regulation of the Minister. The principal must give reasons in writing for his or her request for the grade review.

CHAPTER V – SCHOOL SERVICE CENTRE

DIVISION VI – FUNCTIONS AND POWERS OF THE SCHOOL SERVICE CENTRE

§ 2. — General functions

209.2. The school service centre must ensure that any terms prescribed by the Minister under the first paragraph of section 459.3 are complied with.

218. Every school service centre shall facilitate the implementation of the educational project of each school and each centre.

§ 3. — Functions and powers relating to educational services provided in schools

221.1. The school service centre shall ensure, without encroaching upon the functions and powers conferred on schools, that each school has adopted an educational project.

§ 4. — Functions and powers relating to educational services provided in vocational training centres and adult education centres

245.1 The school service centre shall ensure, without encroaching upon the functions and powers conferred on centres, that each centre has adopted an educational project.

§ 8. — Functions and powers relating to financial resources

275. Taking into account the recommendations made by the resource allocation committee under the fifth paragraph of section 193.3, the school service centre shall establish objectives and principles governing the allocation of subsidies, school tax proceeds and its other revenues.

275.1 The school service centre shall determine the allocation of the revenues referred to in section 275 for every school year taking into account the recommendations of the resource allocation committee under the fifth paragraph of section 193.3.

The allocation must be carried out in an equitable manner and reflect the needs expressed by the educational institutions, the social and economic disparities they must deal with, the school board's commitment-to-success plan and the educational projects of its schools and centres.

The allocation must include amounts for the operation of the governing boards and amounts to meet the needs of the school service centre, its educational institutions and its committees.

CHAPTER VII – THE GOVERNMENT AND MINISTER OF EDUCATION, RECREATION AND SPORTS

DIVISION II – FUNCTIONS AND POWERS OF THE MINISTER OF EDUCATION, RECREATION AND SPORTS

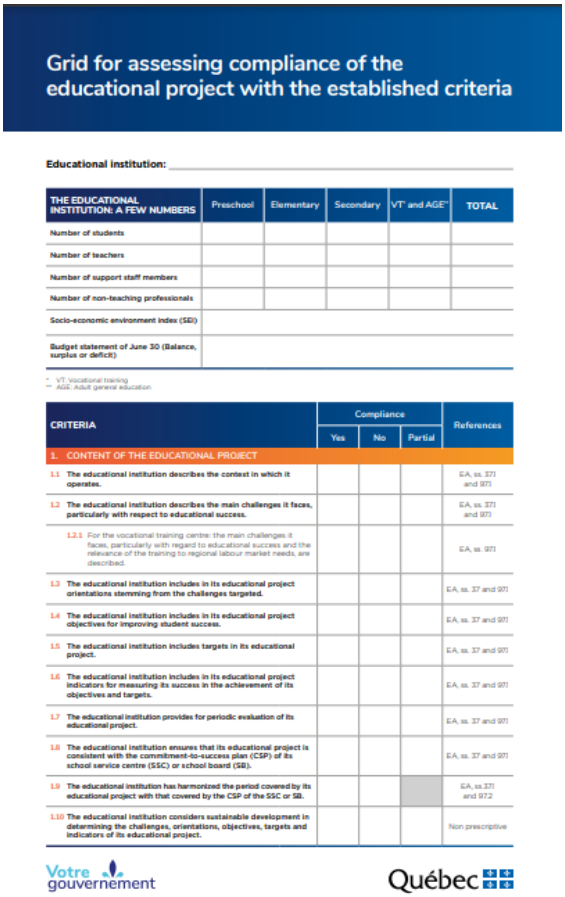
459.3. The Minister may, for any school service centre, prescribe terms governing the coordination of the entire strategic planning process between the educational institutions, the school service and the department.

The Minister may also, after receiving a school service centre's commitment-to-success plan, require the school service centre, within the period prescribed by section 209.1, to defer publication of the plan or to amend it to harmonize the period covered by the plan with that covered by the department's strategic plan in accordance with any terms prescribed under the first paragraph. The Minister may also impose such a requirement to ensure that the plan is consistent with the strategic directions and objectives of the department's strategic plan or that it meets the expectations communicated under section 459.2.

Appendix 5 – Tools for the Development and Monitoring of the Educational Project

The tools presented below are accessible on the website of the Ministère de l'Éducation

Grid for assessing compliance on the educational project with the established criteria



Grid for assessing compliance of the educational project with the established criteria

Educational institution: _____

THE EDUCATIONAL INSTITUTION: A FEW NUMBERS	Preschool	Elementary	Secondary	VT* and AGE**	TOTAL
Number of students					
Number of teachers					
Number of support staff members					
Number of non-teaching professionals					
Socio-economic environment index (SEI)					
Budget statement of June 30 (Balance, surplus or deficit)					

* VT: Vocational training
** AGE: Adult general education

CRITERIA	Compliance			References
	Yes	No	Partial	
1. CONTENT OF THE EDUCATIONAL PROJECT				
1.1 The educational institution describes the context in which it operates.				EA, ss. 371 and 97.1
1.2 The educational institution describes the main challenges it faces, particularly with respect to educational success.				EA, ss. 371 and 97.1
1.2.1 For the vocational training centre: the main challenges it faces, particularly with regard to educational success and the relevance of the training to regional labour market needs, are described.				EA, ss. 97.1
1.3 The educational institution includes in its educational project orientations stemming from the challenges targeted.				EA, ss. 37 and 97.1
1.4 The educational institution includes in its educational project objectives for improving student success.				EA, ss. 37 and 97.1
1.5 The educational institution includes targets in its educational project.				EA, ss. 37 and 97.1
1.6 The educational institution includes in its educational project indicators for measuring its success in the achievement of its objectives and targets.				EA, ss. 37 and 97.1
1.7 The educational institution provides for periodic evaluation of its educational project.				EA, ss. 37 and 97.1
1.8 The educational institution ensures that its educational project is consistent with the commitment-to-success plan (CSP) of its school service centre (SSC) or school board (SB).				EA, ss. 37 and 97.1
1.9 The educational institution has harmonized the period covered by its educational project with that covered by the CSP of the SSC or SB.				EA, ss.371 and 97.2
1.10 The educational institution considers sustainable development in determining the challenges, orientations, objectives, targets and indicators of its educational project.				Non prescriptive

Votre gouvernement — Québec

Checklist for the development of the educational project.

YOUTH, VOCATIONAL TRAINING AND ADULT GENERAL EDUCATION SECTORS

Checklist for the development of the educational project
(*Education Act* [EA], ss. 97.1 and 109) (for information purposes)

SUSTAINABLE DEVELOPMENT
On an administrative and pedagogical level, what initiatives or activities are already in place at our educational institution in terms of sustainable development? Can we do more?

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

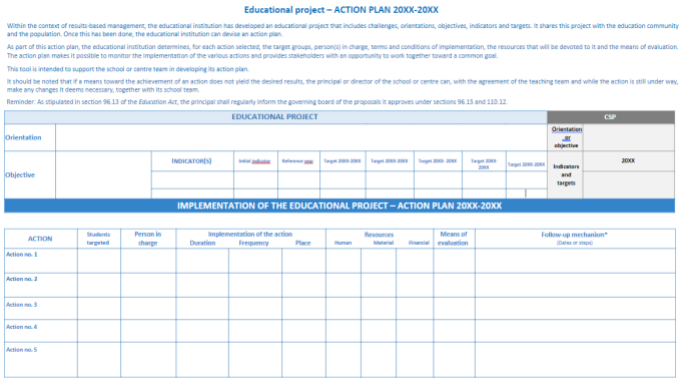
STEPS	ACTIONS	REFLECTION QUESTIONS
Step 1 | Preparing the educational project process	• Become familiar with the content of the guide *Le projet éducatif**, published by the Ministère de l'Éducation • Form a steering committee • Come to an agreement with the steering committee with respect to the development process and the roles and responsibilities of all the stakeholders involved • Establish a work schedule • Present the content of the commitment-to-success plan (CSP) to the staff and the members of the governing board	• What will be the role of the steering committee? • Who will be on the steering committee? • What will the schedule of the steering committee look like? • When should the process be presented to the staff members, partners and governing board? • When would be a good time to plan consultations with the parents, students, community, etc.?
Step 2 | Analyzing the context of the educational institution	• 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 • Together with the steering committee, establish a consensus on the improvements to be made • Provide a work progress report to the staff and the members of the governing board • Ensure that the data collected is from the most current members of indicators that can be considered when examining the educational institution's internal and external environment	• What is the situation at our educational institution and with our students? • What types of data gathering will we use to determine the challenges, orientations, objectives and indicators (questionnaires, discussion groups, etc.)? • What services, approaches or partnerships have been established since the last educational project? • Have they met the educational institution's challenges? How so? • What are the main characteristics of the educational institution's environment?
Step 3 | Determining the challenges, orientations, objectives, indicators and targets	**DETERMINATION OF ORIENTATIONS** • Draft a statement outlining the vision of the educational institution, along with its values • Based on the challenges, orientations and objectives, selecting indicators and targets consistent with the commitment-to-success plan and based on the analysis of the context • Consult the stakeholders involved regarding the selections that were made and make any changes deemed relevant (it is important to take the time spent delving into this consideration, if applicable) • Submit the educational project to the governing board for adoption **DISSEMINATION** **SBG** 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 **SB:** 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 have agreed • The governing board also makes the evaluation of the educational project available to the public • The educational project and its evaluation are transmitted to the parents, the staff of the school or centre and the students • The educational project comes into effect on the date of its publication*	• Which direction do we want to go in? • How do we define our vision? • What do we want to improve? • How can we mobilize the staff in selecting the challenges, orientations and objectives to be achieved? • Are we going to pursue certain objectives, orientations, targets or indicators? • How can we inform the parents and the community? Etc. • What changes should be made with respect to student retention and educational success? • What changes should be made with respect to the obtaining of diplomas and other qualifications? • Should we plan for new services, approaches or partnerships?
Step 4 | Implementing and monitoring the educational project	**IMPLEMENTATION** • 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. 96.13 and 110.2) • Inform the governing board of the proposals selected for the action plan, in accordance with sections 96.15 and 110.10 of the EA **MONITORING** • Develop data collection and monitoring tools (dashboard, action plan, etc.) • 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) • Monitor the results in relation to the targets and objectives have been achieved, as well as the effectiveness of the actions taken, and identify the changes to be made 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.	• What steps will we take to implement and monitor the progress of the educational project? • Are these steps consistent with the objectives we selected? • Do they constitute an adequate response to the issues that emerged from the analysis of the situation/context? • How will we inform the parents and the community. The educational institution staff and the parents to achieve the objectives of the educational project? • What can we do to ensure the implementation and monitoring of the action plan? • How can we maximize the use of resources in order to achieve our objectives?
Step 5 | Reporting on the educational project	• In conjunction with the governing board, analyze the results and evaluate the educational project (EA, ss. 96 and 109) • Inform the partners and the community of the results obtained and of the evaluation of the educational project • Make the results of the educational project available to the public, upon its completion (EA, ss. 96 and 109)	• Have the steps taken produced the anticipated results? • Are there any innovative practices that could be integrated into our daily schedules? • What results were observed following the implementation of the means selected? • Can we say, on the basis of the results, that the steps taken had an effect on the students' commitment, perseverance and educational success?

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/forms_ds_services_ecoles/sheet-5_educational-project.pdf?t=1637933590.

* MINISTÈRE DE L'ÉDUCATION, *Le Projet éducatif*, 2020. This guide is available (in French) on the website of the Ministère de l'Éducation at: education.gouv.qc.ca. English version forthcoming.

Votre gouvernement — Québec

Outline of an action plan for the implementation and monitoring of the educational project



Educational project – ACTION PLAN 20XX-20XX

Within the context of results-based management, the educational institution has developed an educational project that includes challenges, orientations, objectives, indicators and targets. It shares this project with the education community and the population. Once this has been done, the educational institution can devise an action plan.

As part of this action plan, the educational institution determines, for each action selected, the target groups, person(s) in charge, terms and conditions of implementation, the resources that will be devoted to it and the means of evaluation. The action plan makes it possible to monitor the implementation of the various actions and provides stakeholders with an opportunity to work together toward a common goal.

This tool is intended to support the school or centre team in developing its action plan.

It should be noted that if a means toward the achievement of an action does not yield the desired results, the principal or director of the school or centre can, with the agreement of the teaching team and while the action is still under way, make any changes it deems necessary, together with its school team.

Reminder: As stipulated in section 96.13 of the *Education Act*, the principal shall regularly inform the governing board of the proposals it approves under sections 96.15 and 110.12.

EDUCATIONAL PROJECT											CSP	
Orientation											Orientation – or objective	
Objective		INDICATOR(S)	Initial indication	Reference year	Target 20XX-20XX	Target 20XX-20XX	Target 20XX-20XX	Target 20XX-20XX	Target 20XX-20XX		Indicators and targets	20XX

IMPLEMENTATION OF THE EDUCATIONAL PROJECT – ACTION PLAN 20XX-20XX											
ACTION	Students targeted	Person in charge	Implementation of the action			Resources			Means of evaluation	Follow-up mechanism*	
			Duration	Frequency	Place	Human	Material	Financial		(Dates or steps)	
Action no. 1											
Action no. 2											
Action no. 3											
Action no. 4											
Action no. 5											

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