Observable indicators in schools in disadvantaged areas

Reflection tool for administrators

Intervention in Disadvantaged Areas
EQUALITY   FAIRNESS SOCIAL JUSTICE

Finding the means needed to remove obstacles to educational success is an essential part of re-establishing equal opportunities for all students to succeed. The Reference Manual for Intervention in Disadvantaged Areas: One School, Success for All sets out elements that must be taken into consideration, along with five key components for intervention that can improve the effectiveness of the steps implemented in educational institutions that have a high concentration of students from disadvantaged areas.

OBJECTIVES OF THIS TOOL
This tool enables administrators to take into account research-based recommendations for intervention in disadvantaged areas. The document provides a series of indicators specific to leadership practices that are used in disadvantaged areas to foster learning for all students. It is designed to support reflection on actions as they are, and how they could or should be, in the schools. The gap that has been observed between these two situations could serve as a guide to reflection and support for action to bring about the desired situation.

It is recommended that users of this guide first read the above-mentioned reference manual and view the video by Sophie Morin (in French) in order to have a better understanding of the tools for empowerment that education stakeholders can use to have a positive impact on the educational paths of students from disadvantaged areas.

SUGGESTED USE
The following two questions are suggested for administrators who wish to use the reference manual:

- Which of the desired indicators seem to you to be essential to fostering learning for all students?
- Which of these indicators have you observed in your school in a disadvantaged area?

The gap between the desired indicators in the reference manual and those you have observed in your school makes it possible to confirm the measures that need to be taken and to identify those areas where more effort is needed.

Questions to inform reflection:
- What have you observed?
  - In comparing the desired situation and the actual situation
  - About the gap between the desired situation and the current reality
  - With respect to strong and weak points
  - Etc.
- What could be useful in achieving the desired situation with respect to student success? For example:
  - Additional support
  - Professional development
  - Reading
  - Etc.

REFERENCES:

Reference Manual for Intervention in Disadvantaged Areas: One School, Success for All

National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, Preventing Dropout in Secondary Schools, 2017.

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Desirable		Observed
THE BASES OF INTERVENTION IN DISADVANTAGED AREAS		
☐	I share a vision in which the entire education community is called upon to participate in furthering the success of all students.	☐
☐	I subscribe to the principles underlying intervention in disadvantaged areas, namely, that all students can succeed and that the school staff are one of the groups that can have a positive impact on student success.	☐
☐	My staff show confidence in their students' capacity for success.	☐
☐	When making decisions I draw on the principles of equality, fairness and social justice.	☐
KNOWLEDGE		
☐	I acquire the means needed to know the characteristics of the students and their families, as well as their strengths and challenges, in order to foster greater success for all of the students at the school.	☐
☐	I use the available data and produce new data that I use to make decisions that foster learning and help re-establish equal opportunities for all students to succeed.	☐
☐	I share knowledge of the issues associated with the success of the school's students, taking into account their situation and that of their family, school and local community.	☐
☐	I am in favour of having all school staff adopt practices that have been shown to be effective.	☐
☐	I think that the interventions proposed for students and the practices established to support those who encounter difficulties create an environment conducive to learning for all students.	☐
UNDERSTANDING		
☐	I avoid attributing students' problems or academic failures to factors associated with their home environment.	☐
☐	I assess the situation with respect to student success by taking into account the students' living conditions, factors that could explain the problems they encounter, their strengths, practices followed at school (both inside and outside the classroom) and collaboration with the families and the community.	☐
☐	I plan actions that affect a number of communities at a time (the class, school, family and local community) in order to increase the effectiveness of these actions as well as their impact on young people's success and perseverance in school.	☐
☐	I foster a spirit of joint responsibility among education community stakeholders with respect to student success.	☐
INTERVENTION – ACKNOWLEDGE AND LEGITIMIZE THE STUDENTS' LIFE EXPERIENCES		
☐	The teaching staff offer teaching situations that give meaning to what students learn.	☐
☐	I provide the school staff with means and resources to deepen our understanding of the strengths and needs of our students and their families.	☐
☐	I ensure that the school staff continue to have high expectations for all the students.	☐
INTERVENTION – PROVIDE LEADERSHIP IN THE AREA OF SOCIAL JUSTICE		
☐	I ensure that the conditions in the school make it possible to make the best use of teaching time in the classroom.	☐
☐	I observe the indications that my school staff are focused on learning.	☐
☐	I foster the creation of a climate of safety, respect and social justice.	☐
☐	I support reflection on the part of my staff regarding the effectiveness of our actions so as to improve interventions involving students and their families.	☐
☐	I ensure that my leadership fosters equal opportunities for all students to become fully involved in learning and to succeed.	☐
INTERVENTION – CONTINUALLY DEVELOP AND USE EXPERTISE		
☐	I keep developing my professional competencies and knowledge as an administrator of a school in a disadvantaged area.	☐
☐	I create conditions conducive to the professional development of my staff because fostering the success of students from disadvantaged areas presents a particular challenge.	☐
☐	I identify, in conjunction with the school staff, the professional development needs that help to foster learning for all students.	☐
INTERVENTION – INVOLVE THE EDUCATION COMMUNITY		
☐	I facilitate the active participation and involvement of education community stakeholders in the actions planned as part of the school's educational project.	☐
☐	I ensure that the parents feel welcome in the school.	☐
☐	I encourage the parents' participation because of the essential role they play in their children's success.	☐
☐	I establish means to promote the importance of the parents' role and contributions.	☐
☐	I create partnerships to better support the various needs of the students' families.	☐
☐	I make available to students the services offered by the school's partners to foster a commitment to learning and a feeling of belonging in the school.	☐
INTERVENTION – INTERVENE EARLY AND THROUGHOUT THE STUDENTS' SCHOOLING		
☐	I organize and analyze data in order to monitor the progress of all the students so that the school can intervene proactively with those who show early signs of academic or behavioural problems or absenteeism.	☐
☐	Based on the data available to me, I provide the resources required to offer targeted or across-the-board preventive measures relating to the students' social, academic and emotional lives.	☐
☐	I regularly monitor the effectiveness of the school's interventions by taking into account data as well as observations.	☐