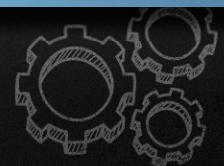
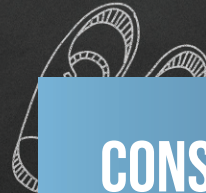
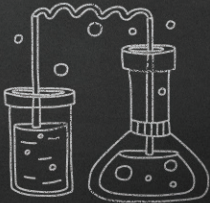
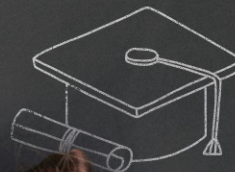
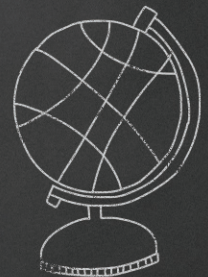


# EDUCATION

## LET'S TALK ABOUT THE FUTURE



### CONSULTATION DOCUMENT

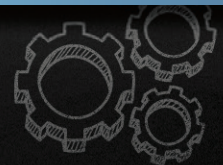
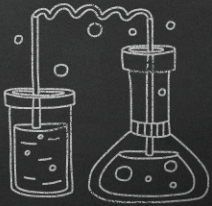
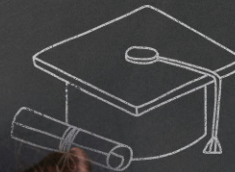
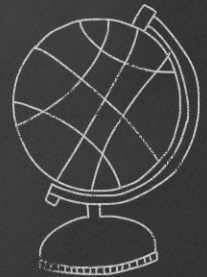
September 2016





# TOWARD A POLICY ON EDUCATIONAL SUCCESS

EDUCATION  
LET'S TALK ABOUT  
THE FUTURE



## CONSULTATION DOCUMENT

September 2016



**This document is available on the Ministère's Web site at:  
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## A MESSAGE FROM THE PREMIER

Nelson Mandela used to say: “Education is the most powerful weapon which you can use to change the world.” Over 50 years ago, the Liberal government of Jean Lesage showed that it fully understood the importance of education when it created the Ministère de l'Éducation and appointed Paul Gérin-Lajoie as the province's first Minister of Education. At that time, all Quebecers were called upon to build a shared vision of a society based on the need to establish a quality education system accessible to everyone. This was our way of building the Québec of the 20th century. We can be proud of this system envisioned and constructed by the artisans of the Quiet Revolution. Today, this ambitious project remains one of our best tools for economic and social development.

The 21st century is the era of the new industrial revolution, a wave of fundamental changes whose scope we are just beginning to grasp. Because we would rather steer these changes than be ruled by them, we have the duty to ask ourselves whether our practices and institutions are meeting the new challenges facing us today. Change is occurring at such a rapid pace that it is difficult to see clearly the type of society our children will inherit or anticipate the most sought after jobs of tomorrow, given that few people foresaw the needs of the Québec of 2016. It is therefore all the more important that our system of education continue to foster the harmonious development of individuals and the acquisition of the widest range of knowledge and skills best suited to constant change. This way, we can take steps to meet the aspirations of the young Quebecers of today and tomorrow.

It is up to each generation to prepare the way for the next, for that time when our children and grandchildren can advance even further, because we must prepare for the future just as our predecessors did before us.

Now, it is our turn to modernize our education system so that all our young people have a chance to make their dreams come true and participate fully in society. These consultations must ensure that all voices and viewpoints are heard and that all proposals are brought to the table.

Let's work together for success for all!







## A MESSAGE FROM THE MINISTER

Education has always presented a challenge. As social, economic, technological and demographic factors change, so do expectations with respect to the school system. These expectations are many and come from all sides.

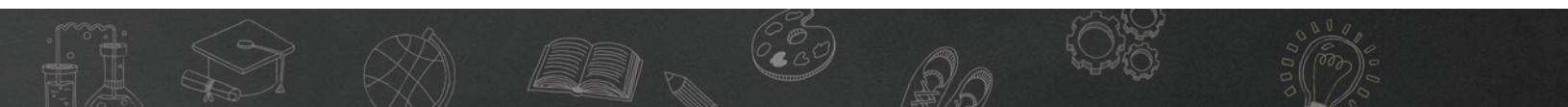
Parents entrust their children to schools. School is the place in which young people prepare for their future and to which adults return to change theirs. Business expects schools to provide workers who are knowledgeable, skilled and able to learn new things. Society expects schools to produce responsible citizens who actively take part in democratic, social and cultural life and contribute to economic prosperity.

Rising to such a challenge requires an effort that is collective, not just confined to one institution, no matter how large. In Québec, schools are deeply rooted in every community and region. Because of the values they inspire, their performance and the dedication of their teachers, our schools are regarded as exemplary in many respects. For schools to fully carry out their mission to provide instruction, to socialize and to provide qualifications, we must empower and mobilize school system stakeholders, partners and everyone else who has legitimate expectations.

We must come to a shared, innovative vision of educational success so that our children and students can put their talents to good use at every stage of their lives. We need to think of education as a continuous process that goes from early childhood to adulthood so that students may acquire the autonomy they need to develop and maintain their knowledge and skills throughout their lives.

I intend to be actively involved in the regional and provincial consultations in order to initiate with you a dialogue that is crucial for the educational success of our students and the adaptation of the school system to the realities of the 21st century. I am convinced that early intervention with children and students and the strengthening of literacy and numeracy among young people and adults are essential strategic levers for increasing graduation and qualification rates. To this end, we must be ambitious and set ourselves goals that are commensurate with our expectations.

I want to generate constructive reflection on educational priorities, encourage the emergence of a consensus and showcase innovative pedagogical practices. I am certain that our discussions will be enriching and lead us to a clear, coherent vision of the role of the Québec school system, a vision resolutely fixed on the future, the future of our children.







# Table of contents

## *Introduction*

ADOPTING A SHARED VISION OF TOMORROW'S SCHOOLS .....	1
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## *Section 1*

BACKGROUND .....	3
<b>1.1</b> From universal access to success for all.....	3
<b>1.2</b> Student success: Individual and collective benefits .....	4

## *Section 2*

WHAT IS EDUCATIONAL SUCCESS?.....	6
<b>2.1</b> Student success and educational success: Similarities and differences.....	6
<b>2.2</b> The contribution of educational childcare services to educational success .....	7
<b>2.3</b> The role of vocational training in educational success.....	8
<b>2.4</b> The role of adult education in educational success.....	8

## *Section 3*

THE FOUNDATIONS OF EDUCATIONAL SUCCESS .....	9
<b>3.1</b> All students achieving their full potential .....	9
<b>3.2</b> A favourable context for student learning, personal development and success .....	14
<b>3.3</b> Mobilization of partners and stakeholders in support of educational success .....	18
CONCLUSION .....	20





## INTRODUCTION

ADOPTING A SHARED VISION OF  
TOMORROW'S SCHOOLS

In order to come to a shared vision of tomorrow's schools, we must consider the significant changes under way in Québec society, be they demographic, cultural, economic, technological or environmental. Schools<sup>1</sup> are faced with complex situations, and must take a wide range of student profiles and needs into account. Aboriginal communities also face substantial challenges in terms of student retention and educational success.

A number of characteristics are often used to describe the schools of today and tomorrow:

- **Effective schools that meet the needs of their environment and community**, capable of integrating change and providing leeway for local initiatives and student and parent involvement
- **Pedagogical models and practices in constant evolution**, implemented by dynamic stakeholders who are truly concerned for students' well-being and success in an environment conducive to learning and success
- Schools, teachers, other staff members and students that benefit from **an environment that makes optimal use of digital technology and educational resources**

We could add many more characteristics and qualities, but the ultimate goal and founding principle of the school system—success for all students—must be at the heart of our educational vision.

To meet the school system's many challenges, Québec society must take ownership of its responsibilities, mobilize and work together. Partnership is not only a means of communication, information and consultation; it is also a governance strategy that relies on the commitment of the parties to achieve the targeted results.

## Sharing ideas, efforts and resources

Developing a common understanding of the major educational issues and sharing it with students<sup>2</sup> and the general population are fundamental elements of an approach aimed at reaching agreement on the appropriate means of action favouring educational success. All school system stakeholders and partners must be able to participate in this process. Vision, inclusion and leadership are at the service of the development and sustainability of a school system focused on educational success.

*Schools are the point at which expectations from all sides converge, and they must also be a rallying point for the many stakeholders and partners expressing these expectations. Educational success requires a clear, coherent and shared vision of the future.*

*What kind of schools do we want?*

*What does it mean to “provide instruction, socialize and provide qualifications” in today's world?*

<sup>1</sup> For the purposes of this consultation, the term “school” refers to elementary schools (including school daycare services) and secondary schools, as well as vocational training and adult education centres.

<sup>2</sup> In this document, the term “student” refers to elementary and secondary students, as well as adult learners attending a vocational training or adult education centre.



The first 30 years of existence of the Ministère de l'Éducation were punctuated by major public consultations held 15 years apart.<sup>3</sup> Fifty years after the Parent Report, and 20 years after the Estates General on Education, Québec's education system is one of the best in the world, with a graduation rate that increases every year.

Despite all the progress made over the decades, schooling and educational success in the youth and adult sectors are challenges that come to the fore every generation and take on different forms depending on the various sociodemographic, cultural, economic and technological changes driving Québec society.<sup>4</sup>

### Giving everyone a voice

The time has come to share our ideas, our efforts and our resources with a view to entering into a broad dialogue with stakeholders and partners in the Québec education system and with all citizens on one of the foundations of our collective wealth: the education of young people and adults. This consultation is an opportunity for all Quebecers to express themselves freely and in different ways on the subject of educational success. This openness is necessary in order to give free rein to the collective conversation and to ensure that the different points of view of citizens and experts alike are heard and discussed.

### Issues and broad areas of intervention for educational success

To initiate dialogue and open up avenues of reflection, this document identifies three broad areas of intervention that have a direct impact on students and schools and that research has shown are important to educational success.



*All students achieving their full potential*



*A favourable context for student learning, personal development and success*



*Mobilization of partners and stakeholders in support of educational success*

The scope of each of these broad areas and the interactions between them demonstrate that educational success goes beyond school walls and is the responsibility of a social environment made up of a variety of stakeholders, partners and communities. Several mechanisms are proposed to enable stakeholders to align themselves with the different broad areas of intervention for educational success. To this end, specific areas of intervention as varied as early screening for learning difficulties, pedagogical practices, school climate and parental involvement come into play with the goal of helping students achieve their full potential.

It is on these three broad areas of intervention for educational success that the public consultation is based. We hope that as many people as possible will participate in open discussion that is respectful of the different points of view expressed.

<sup>3</sup> For a history of the major milestones in the development of the Québec education system, see *Supplement to the Consultation Document*.

<sup>4</sup> For a detailed description of these changes, see *Supplement to the Consultation Document*.



## SECTION 1

## BACKGROUND

## 1.1 From universal access to success for all

The 1960s marked the start of an extensive conversation about the Québec education system. The Parent Report, a product of that conversation, is the basis of today's education system. In it, education is considered a right to which everyone should have the same access. Free education and the construction of new schools were the main vectors of development in the immense expansion of Québec's public education system.

The Estates General on Education, launched in 1995, reaffirmed society's interest in education. They led to the implementation of a series of government measures and strategies aimed at educational success starting in the late 1990s and continuing to this day. The initiatives taken in the 1990s and 2000s were intended to ensure student success by helping individuals, groups and communities overcome personal, family, cultural and socio-economic obstacles.

Moreover, the principle by which no child should leave the school system without a diploma or qualification led to the diversification of vocational training paths—opening the way for more young people to enrol in vocational training—and to the promotion of work-study programs. The Ministère de la Famille was also created in the 1990s, together with State-subsidized educational childcare services<sup>5</sup> that had the aim of facilitating children's entry into school and promoting equal opportunity.

Growth in the number of staff providing direct services to students			
School year	Direct services to students	Number of students	Ratio Adult/students
2000-2001			
	85 710 FTEs <sup>1</sup>	1 236 915	1/14.43
2005-2006			
	88 665 FTEs	1 215 920	1/13.71
2010-2011			
	94 683 FTEs	1 179 803	1/12.46
2013-2014			
	99 930 FTEs	1 183 588	1/11.84

Source: Ministère de l'Éducation et de l'Enseignement supérieur

1. Full-time employee.

The creation and maintenance of an environment conducive to learning and success require considerable resources of different kinds. However, those who provide direct services to young children and students have the greatest impact on their success. The number of these staff members in Québec schools has been growing for the past 13 years. During the same period, the teacher-student ratio in preschool and elementary and secondary school declined sharply.<sup>6</sup>

<sup>5</sup> Since the conversation proposed in this consultation also needs to address prevention and early intervention, educational childcare services for children between the ages of 0 and 5 (childcare centres and home and private daycare centres) are part of the process.

<sup>6</sup> Between 2000-2001 and 2013-2014, 3 742 full-time employees were hired, representing an increase of 5.25%, despite a 4.3% decrease in enrolments.

In the past several years, the Ministère de l'Éducation et de l'Enseignement supérieur has allocated considerable funds for students with handicaps, social maladjustments or learning difficulties. This financial effort has increased in the past 10 years, reaching \$2.31 billion in 2014-2015. These amounts are allocated to direct services to students with a view to facilitating their success.

All of these efforts have helped make the Québec education system one of the best in the world.<sup>7</sup> In mathematics, science and written comprehension, Québec always ranks high among countries in the Organisation for Economic Co-operation and Development (OECD).<sup>8</sup> In 2012-2013,<sup>9</sup> the graduation and qualification rate in secondary-level general education and vocational training in Québec was 94.4%. Québec is the Canadian province with the highest graduation and qualification rate, all ages combined, with a rate that far exceeds the average rate in OECD countries of 84.0%.<sup>10</sup> The three education sectors contributed to this result: general education in the youth sector (67.8%), adult general education (9.5%) and vocational training (17.1%).<sup>11</sup>

## 1.2 Student success: Individual and collective benefits

An education system that provides equal opportunity for all and excludes no one is a powerful lever of social equity. Its benefits include better health, longer life, successful parenting, a fulfilling work life and more active civic engagement. Education is so closely linked with personal development throughout life that it is the main driver of personal, economic, family, occupational and social success.

Schooling has a direct impact on workforce integration, as demonstrated by the increase in the employment rate as the level of schooling rises. It therefore has a significant impact on the standard of living and quality of life a person can hope to attain. Leaving school without

### Québec employment rate in the 25-64 age group based on level of education – 2015

No diploma	54%
Secondary studies completed	70%
College diploma <sup>(1)</sup>	80%
University degree <sup>(2)</sup>	83%

Sources: Statistics Canada, *Labour Force Survey 2016*, and Ministère de l'Éducation et de l'Enseignement supérieur.

(1) Certificate (including a trade certificate) or diploma from a post-secondary educational institution. This includes vocational schools, apprenticeship training, community colleges, CEGEPs and nursing school. Also included are undergraduate certificates obtained at a university.

(2) Bachelor's degree and graduate certificates or degrees.

a diploma or qualification has a serious impact on personal development and well-being, as well as on social and vocational integration. It can result in job precarity, poverty, difficulties and insecurity that can lead to physical and mental health problems. Social and economic dependence, loss of autonomy, isolation, and relationship and cultural deficits are some of the negative effects that can prevent people from achieving their full potential and playing an active role in relationships with their children, family and friends, in the community and in society. Note also that the causes and consequences of dropping out are different for women and for men.

Those who leave school without a diploma or qualification reduce access to skilled labour and hinder economic development, especially in the regions. A region's vitality depends largely on the competencies and innovative capacities of its workforce and businesses. The regions must train a large part of their own workforce, and must be able to attract and retain workers.

<sup>7</sup> A statistical profile of student success in Québec can be found in *Supplement to the Consultation Document*.

<sup>8</sup> Results of the Programme for International Student Assessment (PISA), 2000 to 2012.

<sup>9</sup> Québec, Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche, *Education Indicators: Preschool, Elementary and Secondary Education — 2014 Edition* (Québec: Gouvernement du Québec, 2014), s. 5.1, 60.

<sup>10</sup> Statistics Canada, *Education Indicators in Canada: An International Perspective*, 2014, table A.2.1., 45.

<sup>11</sup> Québec, Ministère de l'Éducation et de l'Enseignement supérieur, GIR, DGS, DIS, special compilation of the data in section 5.1 of the *Education Indicators: Preschool, Elementary and Secondary Education — 2014 Edition*.



*According to the Report of the Action Group on Student Retention and Success in Quebec, published in March 2009, the dropout phenomenon costs Québec's economy \$1.9 billion a year.<sup>12</sup> This cost includes uncollected revenues and additional social spending usually associated with the dropout phenomenon and its effects over time.*

By 2022, Québec's labour market will require vast numbers of workers, and will be particularly attractive to young people and adults. Emploi-Québec estimates that, for the period between 2018 and 2022, 71 500 new jobs will be available, and 561 600 positions will open up as workers retire.<sup>13</sup> In 2022, technical jobs, most of which require college-level technical training or secondary-level vocational training, will represent 32% of all jobs. Intermediate-level jobs, which require a Secondary School Diploma and a short period of workplace training, will make up 28% of all jobs. Jobs requiring a university education will account for 20% of all jobs.

The fact that some students leave school without a diploma or qualification hinders the achievement of their full potential and has a negative impact on the economy and public finances, but it also affects Québec's social and cultural vitality. Education is indispensable for understanding information and the various issues that can affect individuals, their community and society as a whole. It allows people to be fully active citizens and ensures their informed participation in cultural and democratic life. This justifies the special attention that must be paid to young children and at-risk students, such as those from disadvantaged areas, young children and students with handicaps, social maladjustments or learning difficulties, young children with developmental delays and students with academic delays. Note that boys are overrepresented in some of these groups.

Québec needs all its citizens in every sector of human activity to ensure its prosperity and to maintain its reputation as a dynamic, innovative, supportive and democratic society.

<sup>12</sup> Québec, *Knowledge Is Power: Toward a Québec-Wide Effort to Increase Student Retention – Report of the Action Group on Student Retention and Success in Québec* (Québec: Gouvernement du Québec, 2009). Data taken from the 2006 census.

<sup>13</sup> Québec, Emploi-Québec, *Le marché du travail et de l'emploi par industrie au Québec, Perspectives à moyen (2013-2017) et à long terme (2013-2022)* (Québec: Emploi-Québec, 2014), 7.



## SECTION 2

## WHAT IS EDUCATIONAL SUCCESS?

Student success is easily measurable and can be compared with several national and international indicators. This gives the concept considerable visibility in society and the media during consultations or debates on the performance of students and schools. Educational success cannot be evaluated in the short term, because it materializes throughout a person's lifetime. One of the major challenges facing Québec society is to adopt a shared, innovative vision of educational success, enabling all people to showcase their talents at every stage of their lives, whether by completing an educational path or maintaining their competencies.

## 2.1 Student success and educational success: Similarities and differences

Student success is the successful completion of an academic path for which the student meets the requirements of a program of study established by the Minister and earns credits for certification purposes. Academic performance and diplomas, certificates and attestations of studies are indicators of student success.

Educational success encompasses student success. It thus goes beyond graduation and qualification, considering the achievement of the individual's full potential at the intellectual, affective, social and physical levels. Educational success includes the learning of values, attitudes and responsibilities that will make the student a responsible citizen, prepared to play an active role in the workforce, the community and society. Educational success, therefore, is not fully realized at the end of a person's schooling, because many of its elements cannot be evaluated or measured in the usual academic sense. It is more a permanent, long-term effect than the successful completion of a learning or training program.

*Educational success takes on different meanings depending on the person's abilities, needs and aspirations, especially for those who are at risk.*

## THE QUÉBEC EDUCATION PROGRAM

Educational success is a broad concept that encompasses the three aims of the school's mission established in the Québec Education Program: to **provide instruction**, **socialize** and **provide qualifications**.

***To provide instruction, with renewed conviction***

The first responsibility of the school is to cultivate the mind of each student. Although schools are not the only places where children learn, they play a vital role in fostering intellectual development and the acquisition of learning. This orientation reaffirms the importance of students' cognitive development and mastery of knowledge.



### *To socialize, in order to prepare students to live together in harmony*

In a pluralistic society such as ours, schools must act as agents of social cohesion by fostering a feeling of belonging to the community and teaching students how to live together. This means that they must transmit the heritage of shared knowledge, promote the fundamental values of democracy and prepare young people to become responsible citizens. They must likewise prevent exclusion, which jeopardizes the future of too many young people.

### *To provide qualifications, through a variety of options*

Schools have a duty to make it possible for all students to achieve success and to facilitate their integration into society and the workplace at the end of their schooling, whatever path they choose. To this end, the Ministère de l'Éducation et de l'Enseignement supérieur defines the basic provincial curriculum. However, it is the responsibility of the educational institutions to provide all students with an educational environment commensurate with their interests, aptitudes and needs by differentiating instruction and offering a broader range of educational options.

## **2.2 The contribution of educational childcare services to educational success**

It is now recognized that overall development in early childhood has a major impact on children's preparation for school, adjustment to the school environment and educational success. Educational childcare services for children between the ages of 0 and 5 (childcare centres and private and home daycare centres) nurture young children's desire to learn, help them develop their autonomy and provide them with the tools they need to adapt harmoniously to a school setting. They support children in areas such as overall personal development and socialization, and in the acquisition of healthy lifestyle habits.

The aim of childcare services is also to foster equal opportunity for all children, in particular by identifying difficulties that could hinder their personal development. When a learning or behavioural difficulty is identified in a young child, quick access to professional health and social services can be a determining factor in the child's full development and educational success. Those responsible for the child can then take appropriate action to provide support and to prevent or limit any social maladjustments or learning difficulties.

The most at-risk children derive the greatest benefits from educational childcare services. Children from socio-economically disadvantaged areas who attended a childcare centre full-time obtain better academic results at the age of 12, and the difference in success rates compared with families of higher socio-economic status disappears.

The impact of these services on educational success is substantial, and they meet constantly growing needs, as indicated by the rapid increase in the number of places in childcare centres, home daycare centres and subsidized and unsubsidized private daycare centres, which rose from 82 302 in 1998 to 283 935 in 2015. The Ministère de la Famille also supports the integration of children with handicaps into childcare services by means of two measures that represent a total of \$75.3 million in financial assistance.





## 2.3 The role of vocational training in educational success

Vocational training also plays an important role in the educational success of both young people and adults. It enables many to obtain a first qualifying diploma in one of the 21 training sectors or to develop competencies they will find useful in the labour market. It can lead to further education with a view to obtaining other vocational diplomas or pursuing higher education.

In 2015, of those students who graduated with a Diploma of Vocational Studies (DVS) who were working full-time, 75.4% said that they were working in a job that was related to their training; the rate was 76.3% for students who graduated with an Attestation of Vocational Specialization (AVS). Also, the employment rate of respondents with a DVS approximately 9 months after graduation was 73.6% on March 31, 2015. The rate was 78.7% for students with an AVS in 2015.<sup>14</sup>

Vocational training is a springboard to employment and contributes not only to lifelong learning, but to better employability, higher-paying jobs, greater mobility and a reduction in the household poverty rate. However, vocational training continues to be more popular among adults, although numerous efforts have been made in recent decades to increase enrolment among young people under the age of 20.

## 2.4 The role of adult education in educational success

Adult education services play a vital role in the educational success of both young people and adults. They allow students who have dropped out of the youth sector to pursue their studies or return to school. It is estimated that, in 2014, almost one out of every five students obtained a first secondary diploma in adult education after the age of 20.<sup>15</sup> These services are also indispensable for adults who need to improve their literacy and numeracy skills. According to the results of the OECD's Programme for the International Assessment of Adult Competencies (PIAAC) published in 2013, Québec has a long way to go in this regard. Almost 20% of Quebecers between the ages of 16 and 65 have low literacy skills; and 218 000 of these have very low literacy skills. The Québec average is significantly lower than the Canadian average.

*Obtaining a first qualification or improving literacy and numeracy skills is beneficial for both the adult students and their children. These new skills strengthen their ability to participate in their children's success and to provide them with guidance throughout their schooling.*

<sup>14</sup> Ministère de l'Éducation et de l'Enseignement supérieur, *La Relance au secondaire en formation professionnelle : la situation d'emploi des personnes diplômées en 2013-2014*, 2015.

<sup>15</sup> In 2012-2013, 19.7% of adults aged 20 or over were thought to have obtained their first secondary school diploma in the adult sector. Source: Québec, Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche, *Education Indicators: Preschool, Elementary and Secondary Education — 2014 Edition* (Québec: Gouvernement du Québec, 2014), 61.



## SECTION 3

## THE FOUNDATIONS OF EDUCATIONAL SUCCESS

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. Researchers agree that there is no one profile for dropouts, since they do not all share the same characteristics or difficulties. The new policy on educational success will be based on these determining factors.

This process is based on the three broad areas of intervention mentioned above. The questions in this document are intended to provide food for thought, and you will be given different options for providing your opinion on the topics addressed.



### 3.1 ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL

All students achieving their full potential is at the heart of the mission of schools and educational childcare services. Several different strategies and interventions will be needed in the coming years to enable students to achieve their full potential.

#### 3.1.1 Intervention starting in early childhood

Early, intensive and concerted action with children, especially with those experiencing difficulty, is a condition for their successful overall personal development. Preparing children for school makes it easier for them to adapt and allows them to trust in their ability to succeed in a new educational environment. In order to foster educational success for all students, it is important to consider not only the year preceding a child's entry into kindergarten, usually at the age of 4, but all of the years before that.

In this regard, the role of educational childcare services and full-day kindergarten for 4-year-olds is especially important. Identifying young children's learning and behavioural difficulties is essential for quickly supporting the intervention of educational services and parents. The earlier that young children at risk are identified and provided with guidance, the better their chances for success. Cooperation and continuity between educational childcare services and schools are essential to identifying children with several risk factors, contributing to smoother transitions and fostering success.



## COURSES OF ACTION

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.

- 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.

## QUESTIONS

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



### 3.1.2 *A response adapted to students with specific needs*

Guidance and prevention involve supporting all young children and students in their learning and development, especially those experiencing difficulty or who are at risk. However, this type of intervention also means helping more gifted students achieve their full potential. It is essential to be aware of students' needs and to recognize the characteristics of students at risk in order to meet their needs appropriately.

Positive relationships in class can counteract the negative influence of individual characteristics such as socio-economic status or students' initial academic performance. With this in mind, it is possible to strengthen ties between educational childcare services and schools so that preschool teachers can get to know their new students, provide continuity with the students' previous educational setting and help them adjust more easily.

#### COURSES OF ACTION

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.

- 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.

#### QUESTIONS

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





### 3.1.3 *Guidance throughout schooling*

Support and guidance for students must be maintained throughout their schooling as difficulties can arise at different stages. Early intervention does not hinge solely on a student's age; it is just as applicable in helping students to adjust when going through changes or a critical transition. Even more attention must be paid to students with multiple risk factors on a personal, family, academic or social level.

It is more efficient to focus first on educational determinants, especially those that are rooted in the classroom. A positive and meaningful teacher-student relationship allows teachers to know their students better and to identify those who are likely to experience difficulty. The school team will also be able to intervene early and meet students' needs more effectively. It is possible to rely on other resources or interventions provided that any actions are complementary and carried out in a cooperative, ongoing manner.

#### COURSES OF ACTION

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.

- Create multidisciplinary teams in schools who are responsible for educational success in order to better help at-risk students.
- Start schooling earlier 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.

#### QUESTIONS

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



### 3.1.4 Quality of teaching and pedagogical practices

Teachers have a major impact on students' perception of their own competencies, academic engagement, appreciation of school subjects, expectations for success and academic performance. The more positive their perception, the better the outcome for the students.

Pedagogical practices also have an effect on students' interest in the subjects taught, their appreciation of the learning experience and their success. Pedagogical practices are as much about class management as they are about teaching strategies, and include the attention paid to the students' questions, expectations of what they can accomplish, structured lessons, positive reinforcement, verification of their understanding and frequent feedback.

If teachers are to contribute fully to student success, they must receive support and recognition in the practice of their profession.<sup>16</sup> Initial and continuing teacher training is crucial to educational success, since teachers must make learning accessible to all students and differentiate their pedagogical practices based on students' needs and capacities. Professional development and induction support are also key to consolidating their attachment to the profession and improving their practices and effectiveness.

*The relationship between teacher and student is a key determining factor in educational success.*

### COURSES OF ACTION

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.

- Improve the preparation and professional development of new 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' independence 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.

### QUESTIONS

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

<sup>16</sup> Québec, Ministère de l'Éducation, du Loisir et du Sport, *Coup de pouce à la réussite! Le soutien au personnel enseignant: Un moyen efficace de favoriser la persévérance et la réussite scolaires*, no. 3, 2014.





## 3.2 A FAVOURABLE CONTEXT FOR STUDENT LEARNING, PERSONAL DEVELOPMENT AND SUCCESS

All students achieving their full potential must also be understood as a function of a large number of competencies that represent countless possibilities and ways of succeeding and achieving their full potential throughout their schooling and in the labour market. A more solid foundation in reading, writing and arithmetic will enable them to develop competencies in a variety of fields, opening up more choices to them.

### 3.2.1 Importance of literacy and numeracy

Literacy and numeracy, which are still the foundation upon which learning is built, are necessary for developing digital skills and other key competencies that are in demand in the 21st century. Language development and emergent literature and mathematics in young children are important prerequisites for academic learning. However, children require an approach adapted to their particular ways of learning, especially in the context of free play and activities they initiate, as well as the guidance they need to enhance their learning.

Concern for acquiring adequate literacy and numeracy skills should be front and centre throughout a student's schooling, whether in the youth or adult sectors. A cumulative skills deficit in reading, writing and arithmetic will negatively impact students' learning and hinder them from recognizing and developing their potential. This problem is more complex in the case of adults because they may be reluctant to resume their studies. Bad experiences at school, learning difficulties, a difficult socio-economic situation and fear of being judged can all discourage people from going back to school. In this regard, employers can make an invaluable contribution by assisting employees in need of support. Fighting illiteracy calls for a comprehensive, coherent understanding of its many causes and its consequences for the individual and society.

Undereducated parents, and especially an undereducated mother, increase students' risk of dropping out of school since it is very often mothers who supervise their children's homework. However, parents who improve their literacy and numeracy skills are better equipped to provide guidance for their children throughout their schooling.

### COURSES OF ACTION

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.<sup>17</sup>

- 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.

<sup>17</sup> OECD, *Literacy, Numeracy and Problem Solving in Technology-Rich Environments: Framework for the OECD Survey of Adult Skills*, 2012.



### QUESTIONS

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

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

As modern society changes, the concept of competency remains at the heart of the school system's mission. In the 21st century, the range of competencies leading to educational success includes multiple dimensions that enable students to become responsible citizens, involved in their community and ready to enter the workforce.

In addition to subject-specific competencies, there are high-level competencies such as critical thinking, problem solving, communication and cooperation, entrepreneurialism, the ability to harness the potential of digital technology, creativity and innovation. They also include other aspects of educational success such as self-determination and personal management, social responsibility, and cultural, global and environmental awareness.

With digital technology present in every sphere of human activity, the ability to use it autonomously and creatively has become an essential competency. The development of digital competencies early on in students' schooling is necessary if they are to achieve their full potential, function in society, succeed in the workforce and become fully engaged citizens.

### COURSES OF ACTION

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.

- 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.





**QUESTIONS**

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

### **3.2.3 Adequate preparation for the transition to the labour market or higher education**

The school climate should motivate students to learn and to achieve their full potential. Schools should offer students the opportunity to develop all of the various competencies and attitudes they need for a successful transition to the labour market or higher education.

Having a skilled workforce is a key factor in economic, social and cultural progress. This is especially true in the rapidly changing environment of Québec insofar as the competence of its citizens, innovation and access to information play a fundamental role in its development.

**COURSES OF ACTION**

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.

- 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 instruction to another.
- 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.

**QUESTIONS :**

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



### 3.2.4 *A school that is inclusive and strengthened by diversity*

Immigration is growing in Québec along with the diversity of ethnic origins represented in the population. Although the island of Montréal was a magnet for newcomers for many years, immigrants now tend to settle in different regions. Even so, some regions are still more popular than others. Immigrants have access to general education, vocational training and higher education.

These sociodemographic changes present major challenges with respect to linguistic, academic and social integration. Québec schools receive students of all origins and with a variety of experiences. The social environment into which they are welcomed must take this diversity into account.

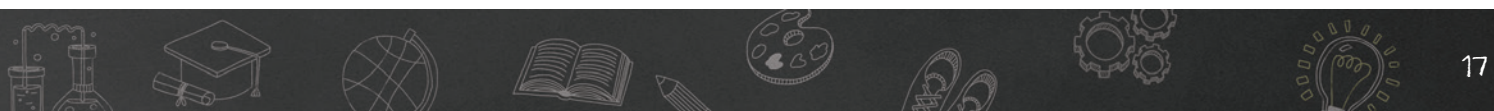
#### COURSES OF ACTION

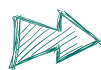
Schools must contribute to the linguistic, educational and social integration of students and foster a culture that is welcoming to all by recognizing the contribution of each member.

- 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.

#### QUESTIONS :

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





### 3.3 MOBILIZATION OF PARTNERS AND STAKEHOLDERS IN SUPPORT OF EDUCATIONAL SUCCESS

The third broad area of intervention involves the environment outside the school. Educational success is a challenge that goes beyond school walls and the school system's responsibilities. Although expectations are growing on all sides, schools do not have all the answers—or all the resources they need. Education calls for a collective effort by a wide range of stakeholders and partners who share a vision and are willing to get involved.

They must be prepared to mobilize in support of schools with multiple initiatives involving community organizations, representatives of civil society, businesses and businesspeople, and engaged citizens. The type of partnership depends on the type of school, the region, the stakeholders and the resources available, but all must work together to overcome obstacles to educational success.

Schools and educational childcare services cannot act on every factor, but other partners can act simultaneously and in a complementary fashion to improve the effectiveness of their interventions. Everyone has a key role to play in providing support and guidance for students throughout their schooling, as well as for their parents.

#### 3.3.1 Parental involvement

Students' motivation, academic performance and aspirations will be positively influenced if their parents encourage them, supervise their homework, express high expectations, show a positive attitude toward education and are involved in school life. Earlier on, constructive relationships between parents and childcare services for children between the ages of 0 and 5 pave the way for a more sustained and beneficial school-family relationship.

Research has shown that the socio-economic context of the student's family has an influence on student retention and success. In families in disadvantaged areas, students are more likely to experience more difficulty in their relationships with their parents, lack adequate parental supervision and be exposed to a variety of health problems. The probability of success is lower because of the preponderance of factors such as poverty, lack of cultural capital and the undereducation of parents.

*Parents' involvement in their children's studies plays a determining role in their personal development, their success and the school-family relationship.*

#### COURSES OF ACTION

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.

- 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.



**QUESTIONS :**

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

**3.3.2 Support from partners and the community**

Support from the community and partners from different areas consolidates the role and value of the school in its community. This support constitutes the basis for the social recognition of education, without which students and Québec society as a whole could not develop and achieve their full potential.

**COURSES OF ACTION**

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.

- 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.

**QUESTIONS**

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





## CONCLUSION

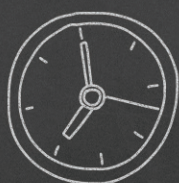
Entering into a broad social dialogue on educational success is a milestone in the development of the Québec school system and requires the participation of as many stakeholders and partners as possible. For this reason, several means of consultation are planned to allow students, parents, teachers and other school staff, organizations, and all citizens interested in education an opportunity to be heard.

Our reflection will be based on the three broad areas of intervention, courses of action and underlying questions presented in this consultation document. Our objectives are to encourage constructive discussion on the future of students, to foster the emergence of a consensus on educational priorities, and to generate innovative ideas and practices. The government's goal is to initiate a collective conversation that will go beyond this consultation exercise. Education must be the subject of constant social concern and a resolutely forward-looking social investment.

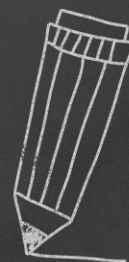
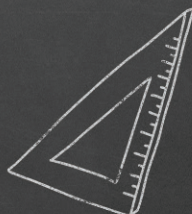
These public consultations will enable us to develop a government policy based on a long-term vision and clear, coherent orientations for educational success shared by all members of Québec society. This policy will be an anchor point for setting priorities and identifying measures to be implemented in the coming decade.







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