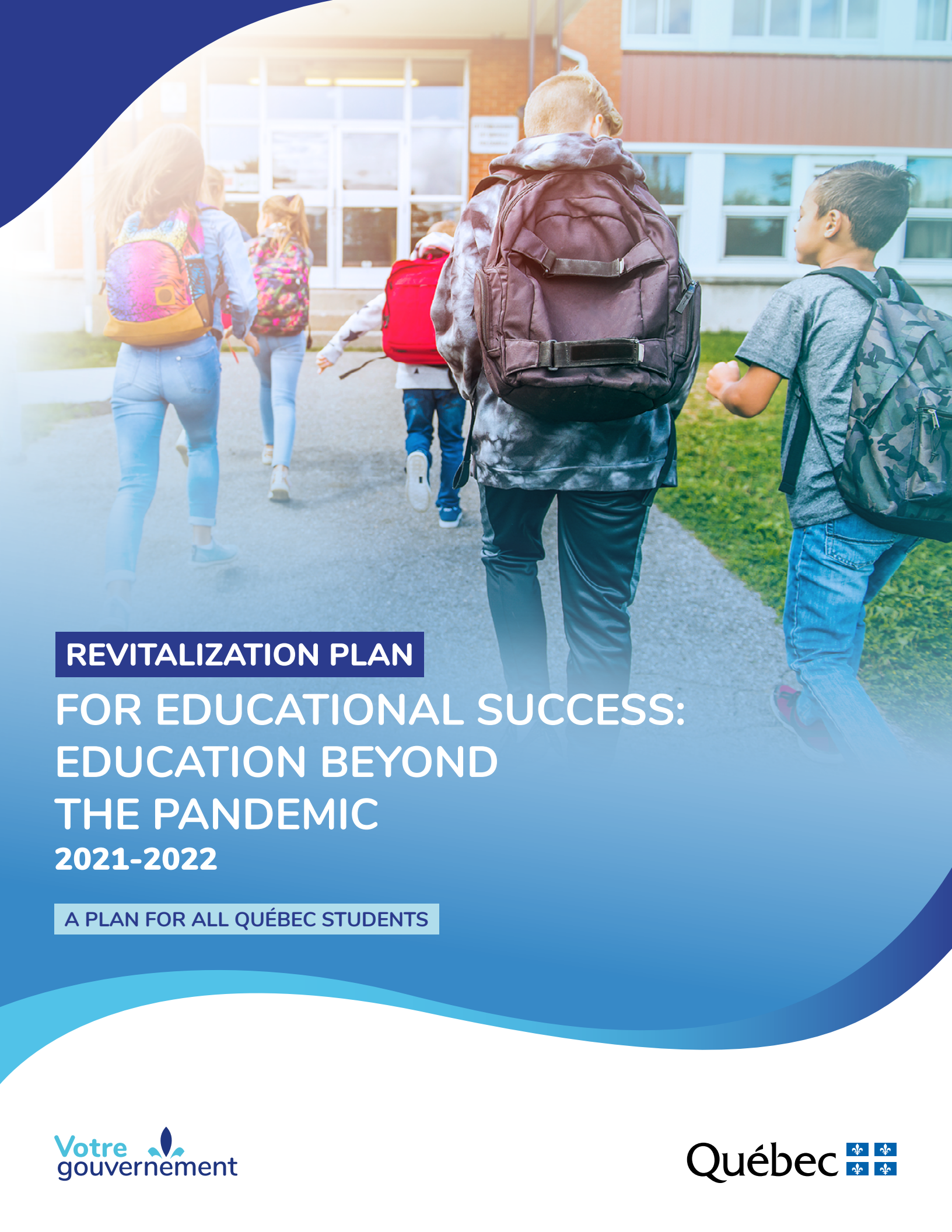




REVITALIZATION PLAN

**FOR EDUCATIONAL SUCCESS:
EDUCATION BEYOND
THE PANDEMIC
2021-2022**

A PLAN FOR ALL QUÉBEC STUDENTS

Coordination and content

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MESSAGE FROM THE MINISTERS

We are very pleased to present the *Revitalization Plan for Educational Success*, which is the result of a province-wide process of reflection focused on students and student engagement, well-being and success, as well as on the education stakeholders supporting them. We believe that the Plan will quickly become an indispensable tool and that its effects will start to be felt this summer.

The need for a shared set of principles and guidelines to help us support students in their learning and development has arisen from the challenges of the past year, which will inevitably have an impact on the educational paths of many students.

The pandemic has highlighted the central role of education, making it a top priority and reaffirming, more than ever before, the complex nature of the exceptional, essential work carried out by over 250 000 people working in the school system across Québec. Despite the crisis, they have come together, doing everything they can to enable students to continue learning, socializing, earning qualifications and fulfilling their potential, whether in person or through distance education.

Throughout the process of upgrading, consolidating and prioritizing learning, we must be able to continue to progress and innovate. This plan will guide our actions in reducing the gaps that have developed and ensuring that the measures that have been announced generate concrete benefits for students and school staff.

We would like to express our gratitude to all education personnel for their relentless efforts and exemplary work these past months and to all Québec parents for the invaluable support they have given their children. We commend our students, who have shown resilience during this truly exceptional year. We would also like to sincerely thank our network partners and the Members of the National Assembly for their participation in this necessary exercise. Without their contribution, this plan would not have been as comprehensive or rallied as much support.

All the best going forward!



Jean-François Roberge
Minister of Education



Isabelle Charest
Minister for Education and Minister
Responsible for the Status of
Women

INTRODUCTION

The *Symposium on Educational Success: Education Beyond the Pandemic* was held on March 31 and April 1, 2021, and a public consultation period allowed for briefs to be submitted until April 9. Three meetings also took place with secondary school students. The highlights of this consultation process are presented in the Appendix.

These consultations have provided an opportunity to hear and read the constructive suggestions of various partners on how to reduce the pedagogical and psychosocial effects of the pandemic. The needs and concerns of students, parents and school staff were raised with a view to identifying actions that should be prioritized to prepare for the summer and organize the coming school year.

The education network in Québec has been experiencing unprecedented turmoil for more than a year. It is important to note, however, that upheaval due to the pandemic has been observed all over the world. The effects and challenges are numerous, but the methods that we have all been using up until now to ensure that students can continue learning are testimony to our tremendous adaptability and shared determination. Going forward, it is necessary to have a plan to continue our collective efforts

and the central mission of our schools: to provide instruction, socialize and ensure that each student earns a diploma or other form of qualification.

The **2021-2022 Revitalization Plan for Educational Success** is intended to provide direction and guarantee a certain level of predictability. It defines the principles, main orientations and actions to be prioritized to reach the desired goal. In the current circumstances, this consists in supporting the educational engagement of young children, adolescents and adult learners by paying close attention to vulnerable students, including those with disabilities, social maladjustments or learning difficulties. Students' well-being and educational success is also reinforced by supporting parents and other stakeholders who work with students. This plan will help coordinate actions and ensure that the school experience for students is as stable as possible.

The plan presents a range of measures, based on issues raised by partners in the school network and the sports and recreation sector, **to support each student's path to success beyond the pandemic.**



ORIENTATIONS AND PRINCIPLES

THREE MAIN ORIENTATIONS

There may be differing points of view regarding education, but everyone is working toward a shared goal: the success of all students in Québec. In order to serve as a rallying point for collective action, the plan outlines a set of orientations and principles that were agreed upon during the consultation process.

Following an analysis of the briefs and suggestions presented by all participants, three main orientations were identified. These shared orientations are based on the best interests of the students but also of the stakeholders around them.

1

Maintain in-school learning

It is recognized that students learn better in class, where they have direct relationships with their teachers, peers and the stakeholders around them. Additionally, schools are much more than a place to learn; they are a living environment where students grow, socialize and learn to be part of a community.

In-school learning is prioritized at all times, with the exception of situations that require modifications (preventive isolation, lockdown, class closures, etc.). School attendance for all young children, adolescents and adult learners, from preschool to Secondary V, remains compulsory throughout the school year, except if a student's condition or a particular situation requires that learning temporarily take place through other means or if a student has been granted an exemption from this obligation in order to receive homeschooling services. Of course, daily school attendance by students means maintaining certain sanitary standards and applying the health knowledge gained since the start of the pandemic. More details on this subject will be found in the back-to-school plan for 2021-2022, which will be released at a later date.

.....

It is important to distinguish the scope of the **Revitalization Plan for Educational Success**, which is strategic and educational in nature, from the **back-to-school plan**, which covers the necessary sanitary measures for ensuring a safe and healthy school environment for all students and staff. These two plans complement each other and ensure the predictability that the Québec education network is looking for.

.....

2 Value education

A unanimous position emerged during the consultation process: the importance of daily school attendance, but also the need for students to be actively engaged in their education, diligent, punctual, involved in activities, respectful of rules and the code of conduct (including health rules), and persistent in overcoming obstacles. It stands to reason, then, that the value placed on education must be maintained and even increased. More specifically, this means that the people who know students, their strengths and their real needs, namely parents and members of the school staff, deserve recognition and appreciation.

.....

The role of parents and the family is at the heart of a student's education and success in school. Their support, their attitude and their expectations have an impact on the student's ability to achieve success regardless of the challenges involved. In this sense, all actions that highlight the value of education and parental support should be prioritized and emphasized, especially in the current context.

.....

3 Take the time to get it right

For some students or groups of students, the coming months will not give them enough time to return to the regular pace of learning or acquire certain elements of essential knowledge; certain students may still have difficulty consolidating some learning, others may have to make a greater effort, while some will have succeeded in keeping up despite the challenges related to the pandemic.

This makes it all the more important to slow down, reduce the pressure, limit daily tensions and establish conditions conducive to effective learning, teaching, socializing and self-care, with the understanding that the days in the school calendar may unfold differently, depending on the evolution of the epidemiological situation. This orientation also reflects the importance of putting the major emphasis on learning and using evaluation in ways that serve the students, making any necessary adjustments according to the context.

FOUR MAJOR PRINCIPLES

This plan emphasizes principles that are reflective of various concerns expressed during the consultation process. These principles are based on the very foundations of the mission of Québec's education system, including the laws and regulations in force, and on the importance of rallying the efforts of all stakeholders.

1

Predictability

While recognizing that everyone, from students to the Minister, must show resilience, the idea of predictability must be at the forefront and allow for greater flexibility in all environments. This plan is intended to anticipate as many eventualities as possible, despite the context of a constantly evolving pandemic. This predictability will help to establish the sense of normalcy and stability that staff, as well as students and their parents, are looking for. The school network will continue to be informed of orientations and guidelines in real time, however, based on the evolution of the situation.

2

Flexibility

This principle involves having the necessary latitude to respond appropriately to local needs. The objectives and measures put forward in this plan are intended to bring greater flexibility to each school, while respecting the roles and responsibilities of each person involved. This principle implies that while there is usually a common set of orientations, it is up to each institution to decide how to go about implementing them. This means, for example, being able to provide access to services when a student requires them.

3

Equality of opportunity

The principle of equality of opportunity, which the *Education Act* notes is part of the mission of educational institutions and which is part of the educational project of each school and centre, is placed at the forefront of each of the areas of intervention in this plan. The objective is to allow all young children, adolescents and adult learners, regardless of where they are in Québec, to have equal opportunities to pursue their education and to succeed, while benefitting from measures and resources adapted to their needs and realities, despite the health crisis and the unpredictability associated with it.

4

Subsidiarity

The principle of subsidiarity transcends the content of this plan and is based on the idea of respect for the roles, responsibilities and decision-making authority of all stakeholders involved. It reaffirms that each jurisdiction, each institution and each individual is called upon to make the decisions for which they have authority based on the functions and responsibilities assigned them by the legal and regulatory frameworks, while acting in the best interests of all students and staff members. In short, we must continue to think globally but act locally.

ONGOING INVESTMENTS...

In January 2021, the Québec government invested \$37.9 million to launch the *Stratégie d'entraide éducative et de bien-être à l'école* (Strategy to provide academic assistance and support well-being at school) in order to help students and school staff affected by the pandemic.

The \$37.9 million in funding was distributed as follows:

- *Entraide* (tutoring) component: \$11 million (\$10 million for public schools and \$1 million for private schools)
- *Bien-être à l'école* component: \$15 million (\$14 million for public schools and \$1 million for private schools)
- Agreement with Alloprof: \$7.3 million over 2 years
- Agreement with Tel-Jeunes: \$4.6 million over 2 years

In March 2021, the Minister of Education announced an **\$11-million** increase for the *Entraide* component, specifically to enhance the tutoring services offered to students during the 2020-2021 school year.

In March 2021, as part of the 2021-2022 budget, the government announced **\$170 million** of additional funding in education for the next two years, of which **\$110 million** is specifically earmarked for the 2021-2022 school year, to support the consolidation of learning and students' commitment to their studies in the context of COVID-19. The *Symposium on Educational Success* provided an opportunity to identify concrete measures for meeting this major objective. These measures can be found in the *Revitalization Plan for Educational Success: Education Beyond the Pandemic*.

AREAS OF INTERVENTION

AREA 1

Educational Success and the Reduction of Learning Gaps

The plan prioritizes overall success as well as the reduction of learning gaps among students.

These gaps, whether created or amplified by the pandemic, are manifested in different ways socially and academically, based on the realities of each school community. Many participants in the consultation process recalled seeing an increase in the gaps between students or groups of students, especially due to repeated absences or the fact that remote learning was deployed differently in different schools. Another contributing factor was the difficulty some students experienced with school transitions. The consultations also underlined the importance of supporting students and staff by creating conditions that promote academic assistance and maximize pedagogical support.

Area 1 pursues the following objectives:

1. To pursue and enhance special educational support and pedagogical guidance measures, especially tutoring services
2. To offer support and guidance during the summer months
3. To reinforce the relationship between schools and families in certain communities
4. To maximize the digital competency of students, staff and parents

.....

This area is aligned with and builds on the Ministère's strategic plan for 2019-2023, which has as a primary focus the inclusion and success of all students. Attached to this focus is the objective of increasing student success by targeting an increase in the graduation rate after seven years, and a reduction in the success gaps between boys and girls and with respect to students with disabilities, social maladjustments or learning difficulties and students from schools in disadvantaged areas.

.....

OBJECTIVE 1

To pursue and enhance special educational support and pedagogical guidance measures, especially tutoring services

To provide young children, adolescents and adult learners with enough time to learn and consolidate certain areas of learning and to enable them to benefit from personalized educational support that meets their real needs, it is important to prioritize the following measures and make them accessible to all students, while paying close attention to vulnerable students, including those with disabilities, social maladjustments and learning difficulties:

An enhanced *Entraide éducative* component, including tutoring services and universally accessible pedagogical support services (\$60 million)

The tutoring program was praised by numerous partners and citizens during the consultation process. The Ministère has enhanced the provincial tutoring program (a first in Canada) by allocating \$60 million in funding for the next school year.

This program, which has been in place since January 2021 as part of the *Stratégie d'entraide éducative et de bien-être à l'école*, is intended to assist students who have been identified by their teacher as needing support in their efforts to achieve educational success and consolidate their learning. These tutoring services can be provided by staff who are already employed by school service centres and school boards or by retired teachers or students in education programs.

A part of the funding allocated to this measure (\$7.2 million) is reserved for students enrolled in adult education centres and vocational training centres in order to support their educational success.

Support for the success of Indigenous students (\$5 million)

In keeping with the principle of equality of opportunities for success, this measure, which was announced in the most recent budget, is intended to offer services that are better adapted to the educational needs and realities of Indigenous students. Among other possibilities, the measure allows for the adoption of a strategy and an action plan regarding accessibility in education and Indigenous languages and cultures and the promotion of programs adapted to Indigenous realities.

OBJECTIVE 2

To offer support and guidance during the summer months

Partners who participated in the consultation process mentioned several times that there are benefits associated with offering young people opportunities to learn and socialize during the summer months. In order to encourage continuity of learning and avoid “the summer slide,” the following two measures will be implemented:

Opportunities to maintain learning over the summer (\$3.9 million)

This measure allows for the implementation of summer activities (local projects) for young people, with the goal of reducing the negative effects of the “summer slide.” These activities are provided as a complement to learning, but also take a fun, gamified approach.

The choice of specific activities is made based on the community and the needs of students (e.g. reading workshops, bookmobile, book clubs, day camps with educational elements, workshops helping students prepare for the transition between elementary and secondary school). Financial support will be provided to the Réseau québécois de la réussite éducative (RQRÉ) and to regional organizing bodies working to promote student retention and educational success so that they can play a coordinating role in collaboration with the school network.

Support and education services for immigrant and allophone students (\$600 000)

In response to requests for concrete measures to help immigrant and allophone students learn French, courses will be offered to them over the summer. These courses are intended to facilitate their integration into the regular classroom when they return to school in fall 2021. Secondary school students, or students who are starting secondary school and who have been identified by personnel providing special welcoming services and support in learning French can receive an additional month (4 weeks) of instruction before the official start of school.

OBJECTIVE 3

To reinforce the relationship between schools and families in certain communities

The strength of the collaboration between schools and families is a well-known indicator of the educational success of students, and this connection is even more important with regard to students from disadvantaged backgrounds. Partners brought up this fact during the consultation process and, in response, the following measure will be prioritized to support the educational success of young people in this extremely difficult period.

Staff to provide support to students in disadvantaged areas (\$4.7 million)

This measure allows for the hiring of support staff to reinforce the relationship between schools and families. These staff members help make connections between schools and families in order to create a safety net for young people who are particularly vulnerable, who are from disadvantaged backgrounds or who are living in precarious situations owing to the pandemic. Direct benefits are expected both with regard to the well-being of students at school and the accessibility of services to meet their educational or psychosocial needs.

OBJECTIVE 4

To maximize the digital competency of students, staff and parents

Ways of learning, teaching and communicating have changed since the start of the pandemic. The consultation process emphasized the importance of actively engaging students in the learning process, both in class and remotely.

In order to take full advantage of the available tools and resources and ensure the continued development of digital competency by staff, students and parents, the following measure, which is consistent with the Digital Action Plan, will be prioritized.

Support and resources for the development of digital competency (\$15 million)

This measure allows for a range of concrete actions to maintain and promote the development of digital skills as part of general education in the youth sector, adult general education and vocational training:

- training and support for school staff
- tools and activities to develop digital competency
- provincial platform for digital educational resources
- acquisition of digital educational resources
- support for parents
- audiovisual solutions and pilot projects to promote alternative teaching methods

AREA 2

Well-Being and Mental Health

A second essential priority consists in taking care of the overall health and well-being of students and staff to ensure that learning can continue in the most motivating school climate possible, one characterized by positivity and caring, despite the new realities with which we have all been faced since the start of the pandemic.

The pandemic has clearly shown that it is important to pay close attention not only to educational success, but also to the socio-affective realities of all people in the education network. The vast majority of participants in the consultation process recognized that good health and general well-being were the foundation of all the other actions to be prioritized in education in the coming months and years.

The disruptions in routine, the lack of opportunities for social contact, the increased use of screens, the lack of sleep and of physical, cultural and sports activities, and the anxiety and distress that the pandemic has caused in families have meant that young people have a greater need than ever for specific support that goes beyond concerns about success or failure in school subjects.

In order for students to do well, the people around them, namely the school staff and their parents, must be well-supported.

Area 2 pursues three objectives:

1. To promote the well-being of students and staff
2. To maintain school organization that motivates everyone involved
3. To increase opportunities to go outside, exercise and enjoy the outdoors

OBJECTIVE 1

To promote the well-being of students and staff

The frequent interruptions caused by school closures over the last year and the necessity of resorting to remote learning have inevitably placed students in the situation of having to find meaning in school again. This also involves regaining the motivation to be and remain engaged in their education despite frequent changes in their schooling and, ultimately, to continue their studies to completion, specifically with a view to a future career. On this there was unanimity during the consultation process.

To ensure that students are available to learn, to provide them with secure reference points once more and the motivation to learn, and to offer them some much needed stability, the following measures will be maintained and in certain cases enhanced:

Enhancement of the *Bien-être à l'école* component (\$19 million)

The Ministère is increasing funding for the *Bien-être à l'école* component of the *Stratégie d'entraide éducative et de bien-être à l'école* by \$5 million for the 2021-2022 school year. This measure is intended to supplement the actions already outlined in the strategy. Accordingly, schools will receive funding to develop activities or projects that promote well-being and positive mental health for students (e.g. activities related to self esteem, the development of social and emotional skills, projects to promote a positive and caring school climate).

Schools will also receive funding to implement initiatives for school staff (e.g. training, support, presentations, co development groups, communities of practice).

Additionally, various methods will be used by the Ministère and its partners to simultaneously support students, staff and parents:

- For students: a “Wellness tool box” that addresses holistic prevention as it relates to well-being at school
- For staff: a conference for back-to-school on the theme of well-being and positive mental health
- For parents: increased sharing of the various tools and resources that allow them to support their children’s well-being at school

These actions promote the development of a shared vision of well-being and positive mental health and the implementation of sustainable educational practices so that the school year can start off and continue in a safe and welcoming atmosphere

Services dedicated to healthy life habits in vocational training centres and adult education centres (\$2.7 million)

This measure is intended to implement strategies to enhance the well-being of students and staff in vocational training centres and adult education centres. It supports initiatives in centres and responds to the specific requests concerning this sector that were made by partners during the consultation process.

Support for the implementation of the *Food aid* measure

Because of the pandemic, many schools were not able to implement this measure, which was announced in August 2020, in an ideal manner. This was mainly due to a lack of human resources, time and availability of community partners. The support provided will optimize the deployment of this measure in schools and assist the network in collaborating with the organizations that contribute to the success of this program.

OBJECTIVE 2

To maintain school organization that motivates everyone involved

The consultation process made it clear that it is important to continue extracurricular activities for students and to encourage regular physical activities and outdoor learning so that school life remains enjoyable and motivating. In light of this, the following measures will be prioritized:

Extracurricular activities that promote health, well-being and success for all

This measure is intended to support the school network in offering extracurricular activities that comply with the health measures and promote students’ development and sense of belonging, in total safety.

Enhancement of the *À l’école, on bouge!* measure (\$2 million)

The *À l’école, on bouge!* measure is intended to support schools in ensuring that all preschool and elementary-level students are physically active for at least 60 minutes of every school day (this includes the Physical Education and Health classes that are part of the curriculum). Schools that benefit under this measure may register for free in the Force 4 program, part of the Grand défi Pierre Lavoie.

OBJECTIVE 3

To increase opportunities to go outside, exercise and enjoy the outdoors

Many of the suggestions made during the consultation process were based on the need felt by young people, but also adults, to go outside in order to learn differently and in other contexts, especially during a public health emergency. For this reason, physical activity and enjoyment of the outdoors have been highlighted in this plan through the following measures:

Educational field trips as part of nature class or discovery class for every student in elementary school (\$6 million)

In compliance with the health guidelines, this measure is intended to offer every elementary school student a field trip as part of their nature class (red in autumn, white in winter and green in spring) or discovery class (i.e. an outing that takes place in an environment other than nature, often in an urban area, with a focus on culture, sports, the arts, science or history).

Financial support for the *Programme provincial de plein air en milieu scolaire* (\$500 000)

Under this measure, the different components of the program may be enhanced and adapted in light of the pandemic through:

- the development of training modules, in collaboration with the regions, federations and organizations involved
- increased financial support provided to regions to maximize the rollout of the program (e.g. offering services in various regions and promoting the program)

Support for outdoor teaching and education through nature (\$125 000)

This measure is intended to support the creation of a research chair on teaching and learning outdoors in the context of schools.

AREA 3

School Organization and Pedagogical Frameworks

The plan places a particular focus on certain requirements related to organization within schools in Québec, given the context of the pandemic, and on the modifications that are necessary to adapt pedagogical frameworks accordingly.

The ability to prepare in advance, plan with an understanding of the guidelines and meet the more pressing needs of some students stood out as shared concerns during the consultation process.

For the 2021-2022 school year, the overall organization of schools is to be simplified, thereby making pedagogical frameworks more flexible. However, it is important to maintain a balance between the measures designed to bring about a gradual return to normal and those that provide the necessary latitude to address students' learning gaps. To this end, the third area of intervention also makes provision for exploring new ways of supporting teachers in their daily work with students.

Area 3 pursues two objectives:

1. To gradually return to normal with regard to pedagogical frameworks
2. To create a pilot project to provide teaching staff with teacher's aides

OBJECTIVE 1

To gradually return to normal with regard to pedagogical frameworks

The vast majority of the participants in the consultation process (those directly involved in school organization, but students and parents as well) noted that the coming school year will be no ordinary year and that transition measures will be necessary. Participants wanted to have predictability and precise guidelines to be able to plan better for the school year ahead.

Therefore, modifications will be made to the *Basic school regulation for preschool, elementary and secondary education* for the 2021-2022 school year in order to take real steps toward achieving the following aims:

Change in the weighting of school terms and number of report cards

The 2021-2022 school year will be divided into two terms of similar length, with the following weighting:

- 40% for the first term (August 2021 to January 2022)
- 60% for the second term (February 2022 to June 2022)

The number of communications and report cards and the deadlines for sending these documents to parents will be as follows:

- First written communication, no later than November 19, 2021
- First report card, no later than January 28, 2022
- Second written communication, no later than April 22, 2022
- Second report card, no later than July 10, 2022

Modifications will also be made to the format of the report cards for elementary school and Secondary Cycle One in order to show the results on an annual basis, rather than over the two years of the cycle.

In the two report cards, parents will also be provided with comments regarding their child's development in at least one of the four general competencies. The competencies concerned are: *Exercises critical judgment, Organizes his/her work, Communicates effectively and Works in a team.*

To sum up, during the 2021-2022 school year, parents will be provided with information about their child's learning, behaviour and competencies on four separate occasions, no more than two to three months apart.

Presentation of the results for each subject and competency in the first report card

As only two report cards will be sent to parents during the 2021-2022 school year, the first report card must be complete. In other words, a result must be provided for each subject and competency listed in the report card.

Reintroduction of compulsory examinations (Elementary 4 and 6 and Secondary II) and adjustment of their weighting

The compulsory examinations are a way of monitoring students' learning at pivotal moments of their education. For 2021-2022, it has been proposed that these examinations be reintroduced for purposes of regulation, while reducing the amount of evaluation and stress for students and teaching staff.

Thus, when a ministerial examination is set, the mark that a student achieves on the examination would be worth

10% of the student's final result (instead of 20%, as indicated in the *Basic school regulation* that applied in 2018-2019).

Reintroduction of all uniform examinations (Secondary IV and V) and adjustment of their weighting

Secondary school leaving examinations set by the Minister in Secondary IV and V programs leading to a diploma (SSD) will be worth 20%; the result sent by the school will therefore count for 80% (instead of 50%, as indicated in the *Basic School Regulation* that applied in 2018-2019). The reintroduction of these examinations is part of the process associated with the gradual return to normal in the school network.

Identification of learning to be prioritized, taking into account the examinations to be reintroduced

As in the case of the documents outlining learning to be prioritized that were published for the 2020-2021 school year, and in order to take into account the learning conditions affected by the health emergency, the Ministère will provide teachers with documents presenting learning to be prioritized at the elementary and secondary levels in the different subjects of the *Québec Education Program* for the coming school year. This prioritization of learning will be aligned with the ministerial examinations slated to be reintroduced.

OBJECTIVE 2

To create a pilot project to provide teaching staff with teacher's aides

This objective, which is the first of its kind in Québec, involves the implementation of a pilot project to hire teacher's aides in elementary schools. The role of these aides will be to support teachers in their pedagogical and non-pedagogical tasks (e.g. helping a student, personal care, managing behaviour under the supervision of the teacher, etc.).

Details of the pilot project will be provided in fall 2021 in the *Stratégie pour valoriser, attirer et mobiliser le personnel scolaire*.

Ensuring that students experience smooth transitions, especially between secondary school and higher education

The Ministère de l'Enseignement supérieur will soon submit an action plan for success in higher education covering 2021-2026. Between now and 2025-2026, investments of \$150 million are anticipated. This plan is intended to foster increased access to higher education, encourage students to continue on their educational paths and increase the annual number of diplomas awarded.

In the current context, the pandemic is an additional challenge to the motivation and perseverance of college and university students. In this regard, one of the issues the action plan will address is **improving transitions from secondary school to college**.

During the *Symposium on Educational Success* held by the Ministère de l'Éducation, participants spoke numerous times about the importance of paying close attention to Secondary V students to ensure they are appropriately prepared to start college. It is therefore critical to support these students in order to ensure that their transition from secondary school to college is harmonious and that they can continue their studies with the necessary tools for both educational and psychosocial success.

The school network is already working on its summer course offerings and on increasing access to vulnerable students. Colleges are preparing for the start of the 2021-2022 school year with the goal of ensuring that students coming from secondary school can benefit from welcoming and integration measures and, if necessary, upgrading opportunities to allow them to continue on their educational path.

Finally, close attention will be paid to the transition between elementary school and secondary school so that students who are new to secondary school can continue their education under the best conditions.

FOLLOW-UP, EVALUATION, RESEARCH AND POSSIBILITIES

This section, which focuses on actions that are interdisciplinary in scope, is a response to many of the observations and concerns expressed by participants during the consultation process, especially regarding the importance of having an overview of the effects of the pandemic on the education situation in Québec, of encouraging research in this regard, of monitoring and evaluating certain measures and, finally, of highlighting the value of education in Québec and of the contributions made by all stakeholders supporting our students.

To this end, the Ministère has undertaken not only to follow the evolution of the current pandemic and its effects on education and to encourage and continue research on this topic, but also to engage in a collective process of reflection on the education field.

FOLLOW THE EVOLUTION OF THE SITUATION AND ENCOURAGE RESEARCH

The plan includes measures to continue monitoring students' development, better evaluate the effects of the pandemic, and use research to highlight the different dimensions of education that may have been affected by the crisis.

To be sure, these portraits can provide key indicators of the educational success of young children, adolescents and adult learners, but it is equally encouraging to combine this work with research findings in order to document the best practices being used in the field and to identify the pedagogical innovations that are most promising for the entire network.

To this end, the Ministère will focus on the following action:

A research-action project on support measures for students, especially tutoring and its effects

This project will make it possible to identify the mechanisms and practices that are beneficial to students in the current Québec context and to make adjustments if necessary. The research has made it clear that not all support practices are equally effective. This project is specifically intended to study the usefulness of certain practices by focusing on two aspects:

1. student learning, especially in literacy, to evaluate the effect of tutoring on students' progress, measured by their school results
2. the effect of tutoring and all measures targeting the well-being of students during a lengthy crisis

Pursue work under way at the Ministère

As a complement to the areas of intervention and measures presented in this plan, the Ministère would like to reaffirm the importance it places not only on prioritizing education and highlighting the valuable contribution of parents, teachers and all members of school staff, but also on addressing priority needs with respect to attracting new personnel and mobilizing them in the school network. We must take a forward-looking approach in this regard so that we can continue to work together for the ongoing improvement of our education system.

To this end, the Ministère intends to reflect on and pursue work under way regarding the following subjects:

- recognizing the contribution of school staff by, among other things, publishing a *Stratégie pour valoriser, attirer et mobiliser le personnel scolaire* (\$70 million over 5 years)
- highlighting the role of parents in their child's education, particularly through the creation and publication of a strategy to this effect
- streamlining the administrative processes involved in responding to the needs of students with disabilities, social maladjustments or learning difficulties
- producing an updated guide to the individualized education plan process
- the evaluation process for student learning as a whole, including ministerial examinations
- collaboration with the Observatoire pour l'éducation et la santé des enfants to evaluate certain effects of the pandemic on the psychosocial and educational experiences of elementary and secondary school students

CONCLUSION

This revitalization plan, which appeals to the educational resilience within us all, clearly illustrates that our Québec education system is willing and able to overcome the challenges of the pandemic and mobilize all its resources to support students, parents and school staff. Although the plan meets the priority needs identified during the consultation process, it alone cannot respond to all the recommendations that have been made.

We are convinced that with the help of all our partners in the education and sports and recreation networks, we can make it possible for students, parents, staff members and all other stakeholders in education to have a great summer and an enjoyable, rewarding school year ahead, marked by small achievements each day, despite the fact that the coming months may be different from what we are accustomed to and will certainly call for effort, patience and resilience.

APPENDIX

HIGHLIGHTS OF THE CONSULTATION PROCESS

- A constructive and inspiring consultation process, with contributions from **59 partners** in attendance and 8 Members of the National Assembly, the submission of **137 briefs** and meetings with 35 secondary school students
- The **reduction in learning gaps** as the key focus of measures to help students, especially more vulnerable students or those with difficulties
- Broad agreement on the importance of considering every aspect of **student success** and continuing to fulfill the three-fold **mission** of Québec schools, keeping in mind that schools are living, learning and socialization environments
- A shared view about the importance of always taking into account the needs of **vocational training and adult general education** students so that they receive better support on a more regular basis
- A widely expressed need regarding increased guidance for parents and an **individualized success plan** to enhance communications between schools and families and ensure that each student's progress is tracked on a regular basis
- A **tutoring** program praised by many groups and individuals and slated to continue
- **Concrete solutions** suggested by participants, including targeted activities for certain students during the summer months and the addition of **teacher's aides** to help teaching staff during the school year
- Agreement on the need for a list **that outlines the learning to be prioritized**, while establishing more connections with other essential learning and other subjects (healthy lifestyle habits, digital literacy, social and emotional skills, etc.)
- A diversified set of clear expectations regarding the number of **report cards** and the weighting assigned to each as well as the need to continue to adapt evaluation processes for the next school year
- A strong wish for collective reflection on the learning evaluation process, including ministerial examinations, to ensure that it **serves students** more effectively
- A **minimum level of services** for students, additional funding for certain budgetary measures and better access to professional services when students need them
- Comprehensive solutions for **everyone's mental health and well-being** to ensure that students are available to learn and that staff are also well supported, especially by providing better access to professional services and community organizations
- **Continuation of extracurricular activities** (sports, cultural, social, artistic and scientific), in accordance with health guidelines, as a major source of motivation and a way of encouraging students to stay in school
- A clear message emphasizing that it is important for young people to remain **active on a regular basis** and calling for innovative solutions that can be implemented in school or at a distance
- Common concerns about the importance of continuing to develop **digital competency**, while finding a balance to prevent young people from developing screen addiction
- Specific demands for a more accurate **portrait** of the impact of the pandemic on students' educational success, with a particular focus on students **transitioning** from one level of education to another
- Widespread agreement on the importance of working together and **highlighting the value** of all staff working in schools and centres and, more generally speaking, the value of education itself throughout Québec
- **Open and effective channels of communication** that must be maintained so that the Ministère and the education network can continue to exchange information
- Broad consensus that decisions should be based on the best interests of the students in accordance with the following principle: **think globally**, but give each school the power to **act locally**

IN THE BEST INTERETS OF ALL STUDENTS

During the consultation process, a number of participants pointed out that special attention should be given to the following groups of students, while ensuring that all students have an equal opportunity to succeed:

- **Preschool and Elementary 1 students**, to ensure their overall development and provide them with a solid foundation in literacy and numeracy
- **Elementary 6 and Secondary I students**, to help them with the challenges they will face as they experience transitions on an academic, social and personal level
- **Students 14 and 15 years of age**, to prevent them from dropping out and losing all concern for their education and career aspirations
- **Secondary IV and V students**, to ensure they stay in school with a smooth transition between the secondary and college levels
- **Vocational training and adult education students**, to provide them with greater support and reduce the number of students who drop out
- **Students from schools in disadvantaged areas**, to ensure that they are given a fair and equal chance to succeed
- **Allophone and newly arrived immigrant students**, to ensure their continued integration and socialization
- **Students with disabilities, social maladjustments or learning difficulties**, to ensure regular follow-up of their individualized education plans
- **Indigenous students**, to take into account the language they most commonly use depending on their needs (French or English)





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