

POLICY ON EDUCATIONAL SUCCESS

A LOVE OF LEARNING, A CHANCE TO SUCCEED



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MESSAGE FROM THE PREMIER

In Québec, education is a priority. Indeed, it is the key required to build a more prosperous and innovative society. In a changing world, it is a quintessential asset needed to meet challenges associated with all sectors of activity, to ensure the well-being of the population and to increase prosperity both individually and as a society.

However, our education system, like our society, must adapt to the changes that each new generation brings. To provide Québec with an educational model for the 21st century, our government has toiled daily to more effectively manage our public finances and develop our economy. This has given us much greater latitude to make substantial new investments in school renovations and to offer the best possible services to our young people, both today and in the future.

We have also embarked on a major review process centred on the idea of educational success. What must we do, we asked, to ensure that each young person has the means to develop his or her full potential in school and, subsequently, to contribute fully to our society? During the public consultations held in the fall of 2016, everyone had an opportunity to express their views on the matter. Together we arrived at a clear and inspiring vision of the school of the 21st century. As a result, Québec now has, for the first time, a Policy on Educational Success that encompasses all the steps in the educational path leading from early childhood education to adulthood, as well as all aspects of the environment of children and students, young people and adults.

From now until 2030, this new Policy on Educational Success will serve as the guiding framework for all government action relating to educational childcare services, the public and private school systems, community organizations and society as a whole.

Let us keep working together to ensure that Québec continues on the road to change.

Let us keep working together to build a nation that truly embodies our ambitions.

Let us keep working together so that we can pass on a more just, open and prosperous society to future generations.

— Philippe Couillard



MESSAGE FROM THE MINISTER

In the past 50 years, considerable effort has been expended to build Québec's education system. From the Parent Report in 1964 to the most recent amendments to the *Education Act* in the fall of 2016, numerous initiatives have helped guide state action in education.

As a basic collective responsibility, education has often been approached by sector of activity (adult education, vocational training, special education, improvement of French language skills, kindergarten for 4-year-olds in disadvantaged areas). With this Policy on Educational Success, Québec has opted for a comprehensive vision of education. By focusing on educational success, we are aiming higher than better graduation and qualification rates. We are affirming the importance of early intervention and confirming that this decisive action is everybody's responsibility.

One of our major challenges as a society was to establish a shared and innovative vision of educational success. We needed to focus more on children, students and their success. We also needed to translate our vision into a structural continuum extending from early childhood to adulthood, with a view to fostering lifelong learning.

This Policy on Educational Success is the outgrowth of considerable discussion conducted under the government's leadership and with the involvement of several networks. It is also the fruit of the wide-ranging public consultations held in the fall of 2016. Let me take this opportunity to thank all those who took part in this crucial exercise.

With this Policy on Educational Success, the government is working to ensure that everyone can achieve their full potential. Building on the achievements of the Quiet Revolution, it aims to make educational childcare centres, schools, vocational training centres and adult education centres more inclusive and conducive to development, learning and success. It also intends to bring all education stakeholders and partners on board in an effort to ensure success for all. Community action and popular education organizations play a key role in this endeavour by adopting preventive measures, providing services for at-risk populations and fighting illiteracy.

More concerted action. More fully integrated efforts. More accountability for all stakeholders. Appropriate support for parents. These constitute the essence of the Policy on Educational Success.

Succeeding in school means being free and able, at some point, to share, give back to the community, be innovative and assert oneself. Educational success means providing everyone with the opportunity to display their talents at any stage of life, either immediately upon graduation or later through skills-maintenance activities. Educational success is first and foremost the result of intervening early to lay solid foundations.

— Sébastien Proulx

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EDUCATIONAL SUCCESS: FROM THE 1960S TO TODAY

FIFTY YEARS AGO, QUÉBEC HAD THE BEGINNINGS OF AN IDEA. AN IDEA THAT HAS GREATLY EVOLVED SINCE THEN, BRINGING ITS SHARE OF SUCCESS, SETBACKS AND STILL MORE CHALLENGES ALONG THE WAY...

In 1964, at the recommendation of the Royal Commission of Inquiry on Education in the Province of Québec, better known as the Parent Commission, the government created the Ministère de l'Éducation du Québec.

The next few years were devoted to laying the foundation of our education system, which is still intact today, and which has allowed us to take giant steps in improving access to education.

The government and the Ministère subsequently developed and implemented a number of policies, action plans and other measures to address various aspects of the learning conditions for children as well as youth and adult learners.

1964

Parent Report

1964

Bill 60 creating the Ministère de l'Éducation and the Conseil supérieur de l'éducation

Paul Gérin-Lajoie becomes the first Minister of Education

1967

General and Vocational Colleges Act

1968

Bill 56, *Act respecting private education*

1979

The Schools of Québec, policy statement and action plan

Bill 77, *Act respecting child day care*

1980

Adapting schools to their milieu: Policy statement for schools in economically disadvantaged areas, policy and action plan

1984

Un projet d'éducation permanente pour l'éducation des adultes, action plan

1986

Action plan for the vocational training reform

1987

Policy Statement on Families

1988

The new *Education Act*

1992

Joining Forces: Plan of Action on Educational Success

1995

Estates General on Education

- 1996** *A New Direction for Success: Ministerial Plan of Action for the Reform of the Education System*
- 1997** Creation of the Ministère de la Famille et de l'Enfance
Establishment of reduced-contribution daycares
Les enfants au cœur de nos choix, white paper on family policy
- 1998** Creation of linguistic school boards
Policy Statement on Educational Integration and Intercultural Education
Educational childcare program (first edition)
- 1999** *Adapting Our Schools to the Needs of All Students*, policy on special education
- 2002** *Government Policy on Adult Education and Continuing Education and Training*
- 2002** *New Approaches, New Solutions*, intervention strategy
- 2007** *Going the Healthy Route at School*, framework policy
- 2009** *I Care About School!*, action strategy on student retention and success
- 2013** Implementation of full-time kindergarten for 4-year-olds in disadvantaged areas
- 2016** Public consultations on educational success

2017 *Quebecers on the Move!* policy on physical activity, sport and recreation

2017 The first *Policy on Educational Success*

For the first time, with its Policy on Educational Success, the government is taking into consideration every step in the education process, from early childhood to adulthood, and every aspect of the learning environment for children and students of all ages.

IT IS NOW UP TO ALL OF US TO WRITE THE REST
OF THE STORY FOR YOUNG PEOPLE, ADULTS
AND THOSE YET TO BE BORN SO THAT WE CAN
FULFILL ALL OF OUR AMBITIONS...







BACKGROUND

Québec's education system has contributed to the province's social progress, economic growth and cultural development. It has played a key role in ushering Québec into the modern age and opening it up to the world.

Over the decades, a number of major changes in the realm of education have allowed our education system to evolve and carve out a place for itself as one of the best in the world. Few modern societies have been able to do so in so short a period of time. However, school and society are not static entities. Both must continually adapt to various changes, and they can only evolve in concert. The school system must contribute to social progress and help pave the way to the future.

For the past 20 years, the educational childcare system has been a pillar of Québec's family policy. It quickly built a reputation as one of the best in Canada and worldwide for its impact on the overall development of children and on work-family balance. In educational childcare centres, children acquire learning and experience that lay the foundation for every sphere of personal development and pave the way for a smooth transition to school, which ultimately contributes to their educational success.

Today, Québec has chosen to renew its vision of educational success in a spirit of both continuity and innovation. Its education system already has a strong foundation on which devoted and passionate stakeholders can build. Now firmly engaged in the 21st century, Québec faces new challenges that require a vision of the role and place of education that is shared by all members of society.

The Policy on Educational Success is part of an international trend toward the review and transformation of education systems. The Organisation for Economic Co-operation and Development (OECD) has identified more than 450 reforms implemented in OECD member countries between 2008 and 2014.

These reforms were aimed at improving the system's overall performance, achieving greater equity and recognizing the importance of the teacher-student relationship.



The place of education in our lives and in our collective success

In a world without borders marked by globalization and subject to all sorts of changes that affect us both individually and as a society, educational settings are facing considerable challenges in order to continue to innovate, perform and remain open to the world in all its diversity with a view to ensuring educational success for all.

Education is an essential part of life, family, community and society. Parents entrust their children first to educational childcare centres, then to schools, where they prepare for the future. Adults return to school to develop their competencies and expand their knowledge. Businesses expect access to a versatile, qualified work force. Society expects to see responsible citizens who participate actively in democratic, social, community, economic and cultural life.

As a vital part of everyday community life, schools and educational childcare centres cater to a wide variety of people from different socioeconomic and cultural backgrounds and with different needs. They offer a living environment that transmits the values of Québec society, which fosters identity formation and equips Quebecers to be active citizens.

Diversity and educational needs

Fostering educational success for all also means being fully aware of different social realities. Because children's and students' profiles and needs are so diverse, schools and educational childcare centres must be extremely adaptable. The causes and consequences of dropping out of school are very different, and just as serious, for girls and women as they are for boys and men. Although more boys than girls eventually drop out of school, early school leaving among girls is still a problem. A mother's level of schooling will have a strong influence on that of her children. Thus, it is important to take action to prevent girls and young women from dropping out of school. According to research, in the long term, girls and women who drop out of school find themselves in a more socioeconomically precarious position than their male counterparts.

The growing number of allophone children and students stemming from immigration brings home the importance of linguistic, academic and social integration. At-risk students, students with handicaps, social maladjustments or learning difficulties and students from disadvantaged areas also have special needs. This diversity must not, however, cause us to lose sight of the fact that gifted students and students without particular difficulties also have needs. They, too, are entitled to support and guidance that will help them on the path to success.

The evolution of children's and students' profiles must also be examined in the context of certain persistent realities involving overall development and the drop-out rates in disadvantaged areas,

Indigenous communities and remote regions, especially among boys. In all these cases, student retention and educational success pose a serious challenge that requires the mobilization and collaboration of all stakeholders and partners in the education system and the community, particularly those partners in the health and social services sector.

In 2013, France launched its *Pacte pour la réussite éducative* initiative. This initiative is based on six principles:

- Applying a holistic approach to children and young people
- Mobilizing children, young people and their families
- Adapting to each child and each young person
- Fostering openness to the world
- Adopting ethical practices
- Working with partners under the direction of a local steering committee

The growing diversity of the population and of needs poses new challenges with respect to equity. It requires constant review of this fundamental principle of Québec's education system.



The composition of clientele in the different training paths is also changing. Today, vocational training centres cater to young people and adults with or without a secondary school diploma who are either transitioning directly from another program or returning to school. At the same time, a large number of young people between the ages of 16 and 19, and a growing number of people over the age of 55 are enrolling in adult general education. Although young people between the ages of 16 and 19 make up a large proportion of enrolments in adult education centres, these centres also cater to older people who want to obtain a qualification, a diploma or the prerequisites needed to enrol in vocational training or higher education. Adapting program offerings to labour market needs is important to young people and adults as well as to the various economic sectors.

In 2014, the Ontario government announced its renewed vision for education. Entitled “Achieving Excellence,” it emphasizes basic skills such as reading, writing and math, as well as critical thinking skills, communication skills, cooperation and entrepreneurship (commonly regarded as 21st-century competencies).

This vision also incorporates personal achievement, professional skills and active citizen engagement. It focuses on students’ well-being in and outside the classroom and pays particular attention to digital technology, which is considered a strategic lever in implementing the vision for education.

Fighting illiteracy: A social challenge

Literacy and numeracy skills are widely recognized as the foundations on which people build their futures. The more a person’s literacy and numeracy skills are maintained and improved, the more likely he or she is to achieve the autonomy required to make enlightened choices in personal, professional and civic life. These skills are essential in early childhood to prepare children for school and, later on, for the transitions inherent in their educational paths and those that lead to higher education or the labour market. Literacy and numeracy skills continue to be indispensable in every aspect of life and are still the focus of education in the 21st century.

Poor literacy and numeracy skills have far-reaching implications, not only in terms of educational success, but also for personal, professional and civic life. They also represent a serious loss for society from every angle. Illiteracy deprives us of the contributions of far too many people without whom Québec cannot achieve its social, economic and cultural potential.

Illiteracy is a challenge that we must never lose sight of, since the changes that affect modern societies such as Québec are constantly raising the bar in terms of the language skills needed to be fully autonomous and functional.

Schools: Evolving in a digital world

Communications and relationships between people, organizations and institutions are constantly being affected by the development of digital technologies in every sphere of human activity. The digital revolution has had a considerable impact on social integration and civic participation, in particular among young people, who are often avid users of mobile technologies.

From an educational point of view, digital technologies open up a vast array of possibilities for both students and teachers, but require

proficiency in new competencies if they are to be used in an educational context. While schools must put digital technologies to work for students, they must also teach students about the realities of the digital world, showing them how to use these technologies responsibly. In particular, teachers must instill ethical and responsible behaviours with respect to communications and the use of communications technologies.

Digital technology is crucial for educational success, and our schools must learn to use it and evolve along with it. It can be a valuable source of increased autonomy and a key way of opening up to the world. However, the challenge now is to be able to use digital technologies autonomously and responsibly in order to acquire knowledge, develop competencies and become more empowered. This challenge is particularly intimidating for adults—employed and unemployed alike—who have limited qualifications and digital competencies. It is also a geographical challenge, since digital technologies must be implemented effectively and fairly in schools in every region of Québec.

In 2015, the government of Victoria, Australia, announced its *Education State* reform aimed at revitalizing the system and offering quality education to all children. This reform is based on the principle that access to education must be offered from an early age. It also recommends focusing not only on students' academic results, but on the development of critical thinking skills and creativity.

Education State is structured around four priorities:

- Learning for life
- Students' well-being
- Breaking the link between socio-economic disadvantage and student outcomes
- Pride and confidence in schools

The role and expectations of parents and society

The role of parents is essential to children's overall development and educational success. While families may face demanding situations at times, parents can rely on educational settings and a vast network of community organizations to help them assume their role by providing assistance and support services at every stage of their children's lives.

Parents' expectations are growing with respect to schools and educational childcare centres. While they legitimately expect quality services, parents are also more and more inclined to request that teaching and learning be adapted to their children's needs, interests and aptitudes. Educational settings must strike a balance in their response to a wide variety of needs in order to avoid overspecialization in interventions and services.

Educational settings are also expected to play a societal role. We expect them to promote equal opportunity and social equity, counter exclusion and various forms of violence, help fight poverty and integrate newly arrived immigrants into the community.

Also, Quebecers in general adhere to the social values associated with healthy lifestyle habits. This requires that a variety of physical, recreational and sports activities be offered to meet a variety of needs.

THE DETERMINING FACTORS OF SUCCESS

Research in education and early childhood has shown that certain determining factors can have a substantial impact on child development and educational success.

Personal factors

Personal factors, which are specific to the child or student, are shaped jointly by heredity and experience. They influence overall development, behaviour, health and well-being, lifestyle habits and social skills. They include motivation and engagement, a sense of accomplishment and personal effectiveness, attention span and the ability to self-regulate. Academic results are also closely linked to language skills, which are necessary for learning other subjects. Moreover, the chances of educational success increase when young people are not bombarded with sexual stereotypes. Lifestyle habits such as maintaining a healthy diet and engaging in regular physical activity also foster educational success.

Family factors

Parents' involvement in their children's education plays a determining role in their development and success and in the relationship between the family and the educational setting. Encouragement, support and supervision, the expression of high expectations, a positive attitude toward education and school staff and involvement in school life are all aspects of the parental role that have an impact on a child's motivation, academic performance and aspirations.

Family and social support increases parents' feeling of effectiveness and satisfaction, and fosters parenting practices that have a positive impact on their children's development and educational success. Constructive relationships between parents and educational childcare centres, schools, school daycare services and community organizations pave the way for sustained family-school relationships that will ultimately benefit students.

Educational and academic factors

Educators' personal and relational skills have an impact on children's overall development. Similarly, the quality of the teacher-student relationship affects students' perception of their own competencies, engagement in school, appreciation of school subjects, expectations of success, academic performance and, ultimately, educational success. Research-based educational and pedagogical practices that are known to be effective, particularly in the fields of literacy and numeracy, enhance students' development, motivate them, improve their learning experience and increase their chances of success. Knowing the children and students and recognizing the needs and characteristics of those who are more at risk is crucial for adequately meeting specific needs.

In terms of preventing early school leaving, complementary educational services and welcome and support services for immigrants learning French play a particularly important role for both teachers and students. The same applies to educational childcare centres, where the detection of learning and behavioural difficulties can lead to early intervention and support for parents.

The quality of the school climate, which should be safe, welcoming, inclusive and open to diversity, fosters the desire to learn and succeed. The leadership of the principal and the support of the school administration are reflected in their organizational structures, which must have a positive effect on educational success and practices.

Social factors

Children's and students' socio-economic, cultural and geographic environments, as well as the availability of community resources, also have an impact on success. Engaging in harmonious social interactions with both their peers and the adults around them contributes to children's and students' success. Students who maintain relationships with peers who are motivated to succeed in school are likely to adopt the same attitude toward their own studies.

Schools and educational childcare centres must work with other practitioners and can act together to increase the effectiveness of their interventions. The role of community organizations and other civil society stakeholders is key to supporting students and parents all along the students' educational path. Their role is just as important in promoting the social value of education and the convergence of capacity-building interventions. English schools, for example, benefit from services and programs stemming from a culture of mobilization, which manifests as close collaboration between school, family and community.

SUCCESS IN THE ADULT SECTOR

Many of these determining factors also apply to adults, but in a different context involving nonlinear personal paths. Based on the successes and/or challenges they faced their first time around, adults who return to school come with life experience, which requires special attention.

To successfully return to school, adults must make ample room for education in their lives. Adult education centres must be flexible and adapted to adult learners' need to balance work, family and studies. Recognizing acquired competencies is one way of meeting adults' needs. Also, community organizations and popular education play a major role that complements that of the formal education system by meeting a variety of needs related to adults' learning processes,

specifically by offering them education and training that are rooted in their communities.

Adult learners' success can take different forms: obtaining a diploma or other qualification, achieving a learning objective, making progress at the personal or vocational level, enrolling in another education or training sector.

BROAD DIALOGUE

In the fall of 2016, the Québec government initiated a dialogue with the general public and all stakeholders and partners in education and the educational childcare services network. The public consultations on an educational success policy were based on the underlying values of the Québec education system: universality, accessibility and equity. The government is convinced that Québec must, as it has done in the past, apply an innovative and bold approach.

The response of civil society reflected the importance that education and educational success warrant. Over the course of just a few months, 417 briefs were submitted, and almost 14 000 questionnaires were filled out online. More than 1 000 people participated in the 18 regional consultations, and 80 people took part in the specific consultation on the educational success of Indigenous students. Almost 200 people took part in the provincial consultation on December 1 and 2.

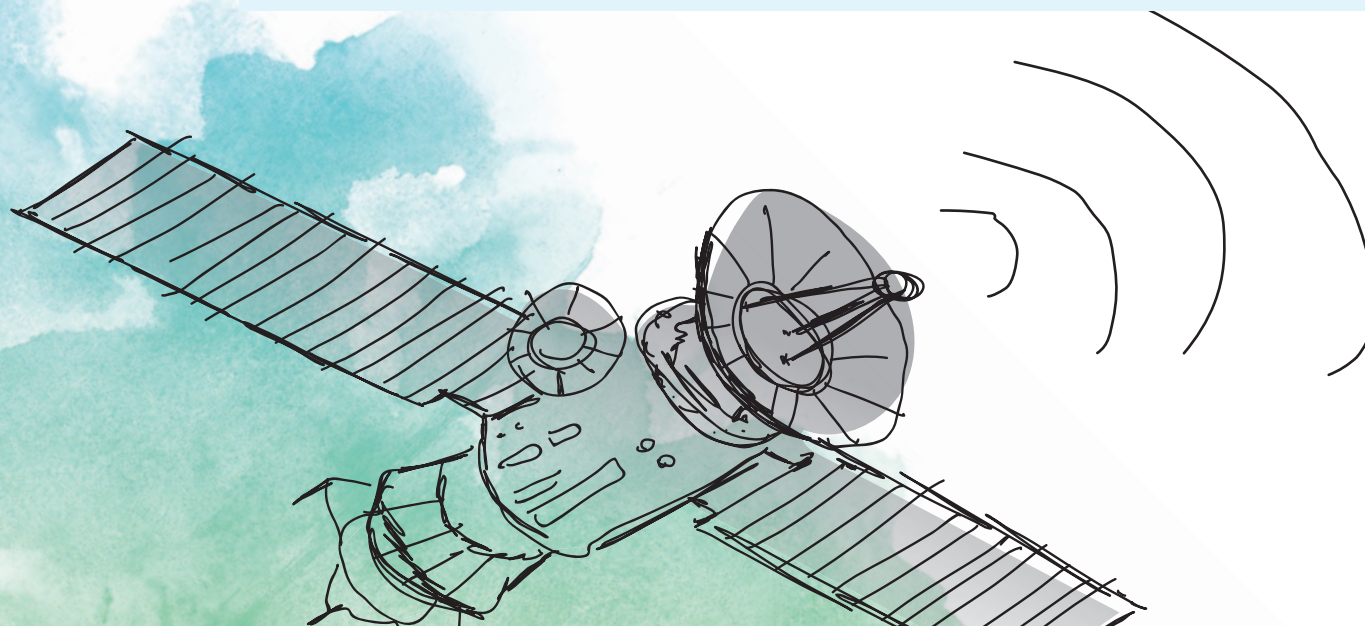
These public consultations revealed a broad consensus providing a collective, coherent and innovative vision of school in the 21st century. This vision is particularly crucial at a time when all modern societies are dealing with profound changes that continue to revolutionize how we learn, work, communicate and live together.

BROAD AREAS OF CONSENSUS

The broad areas of consensus involve both children and students and address different aspects of their environment: educational childcare centres, schools and communities. The consensus was clear across all methods of consultation, professional and socio-economic status, organizational missions and areas of intervention.

The thousands of individuals and the hundred or so organizations participating in the public consultations largely or unanimously agreed on seven broad areas in which action must be taken:

- Early intervention and prevention
- Smooth transitions between the various educational settings and levels of education
- The need to rethink financing, reduce wait times and ensure the continuity of support services for children and students with handicaps, social maladjustments or learning disabilities
- Literacy and numeracy skills
- The need to recognize the importance of education, teaching quality and the teaching profession in order to mobilize all stakeholders and partners around educational success in the youth and adult sectors
- The importance of parental support and guidance
- The collaboration and cooperation of all practitioners in the children's and students' environment, including schools and educational childcare centres





What sets this Policy on Educational Success

This Policy on Educational Success allows us to adopt a comprehensive vision of education. By placing the focus on educational success, we are aiming higher than better graduation or qualification rates. We are stressing the importance of early intervention among children and students and the fact that educational success is everyone's responsibility.

This policy is a step forward. It will guide the actions of those who work with students on a daily basis in the coming years. It will allow us to borrow from best practices with a view to helping students succeed.

The Policy on Educational Success establishes a shared vision:

MORE CONSISTENT ACTIONS

- It reflects a structured vision of the students' entire educational path, from early childhood through adulthood.
- It goes well beyond obtaining a diploma or qualification by focusing on the need to educate citizens who are equipped to meet the challenges of the 21st century.

s apart?

MORE INTEGRATED EFFORTS

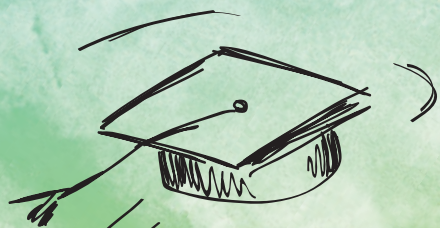
- It gives priority to the needs of all children and students without distinction, whether they have handicaps, social maladjustments or learning difficulties, live in disadvantaged areas, are gifted or have no particular difficulties.
- It confirms the need for early intervention.
- It makes literacy and numeracy skills key components in every possible educational path and stage of personal development.

MORE ACCOUNTABILITY FOR ALL STAKEHOLDERS

- It calls for a sustained and broad social dialogue on education and the values of equity, accessibility and universality.
- It calls upon all networks, parents and social stakeholders, as everyone must contribute to educational success for all.







VISION AND VALUES

ROLE AND SCOPE

This first Policy on Educational Success stems from the Québec government's desire and efforts to make education a core priority. It is based on the concerted efforts of all stakeholders and partners associated with the education system, from early childhood to adult education, and of all the other sectors of society. It also includes the acquisition and maintenance of adult competencies, in particular literacy and numeracy skills, from a perspective of lifelong learning.

The policy is intended to serve as a starting point for strong government action aimed at mobilizing Québec society around interventions which will ensure that it is coherently and effectively implemented today and in the coming years.

The issues addressed by the policy, and its orientations, pertain to educational childcare services, general education in the youth and adult sectors and vocational training. They also pertain to popular education practices in the context of lifelong learning and to the complementary contribution of community action organizations, key partners in supporting parental enrichment, preventing early school leaving and improving basic education. Lastly, they are part of a perspective involving the successful transition to higher education or the labour market. In this policy, Québec is adopting a broad vision that takes every aspect of education into account.

The policy is based on a vision and orientations targeting major outcomes for children and youth and adult learners by 2030. While this vision meets individual needs and aspirations, it also reflects the educational values shared by Québec society and the governance principles that will guide the policy's implementation.

SUCCESS!



DEFINITIONS

Educational setting includes both schools and educational childcare centres.

School generally includes elementary schools and school daycare services, secondary schools, vocational training centres and adult education centres.

Student refers to young people and adults who attend school.

Community takes on different meanings depending on the type and number of partners the school or educational childcare centre has. In particular, it includes community organizations, municipal and regional authorities, and family, health and social services and cultural organizations, as well as labour market organizations and other private and public organizations that contribute to educational success.

The mission of schools

To provide instruction with renewed conviction.

The first responsibility of every educational institution 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, 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 educational success and to facilitate their integration into society and the workplace at the end of their schooling, whatever the path they choose. To this end, the Ministère de l'Éducation defines the basic 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.

VISION

Inclusive educational settings focused on success for all, supported by their community, where people learn to be civic-minded, creative, competent, responsible, open to diversity and fully engaged in social, cultural and economic life in Québec.

One of the major challenges facing modern societies is renewing their vision of education and educational settings in order to adapt to and benefit from major changes in society. Many countries, as well as Canadian provinces, including Ontario and Alberta, have recently taken steps to meet this challenge. Schools and educational childcare centres are the point at which expectations from all sides converge, but 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 qualities do we expect of our educational settings? What does it mean today “to provide instruction,” “to socialize” and “to provide qualifications”?

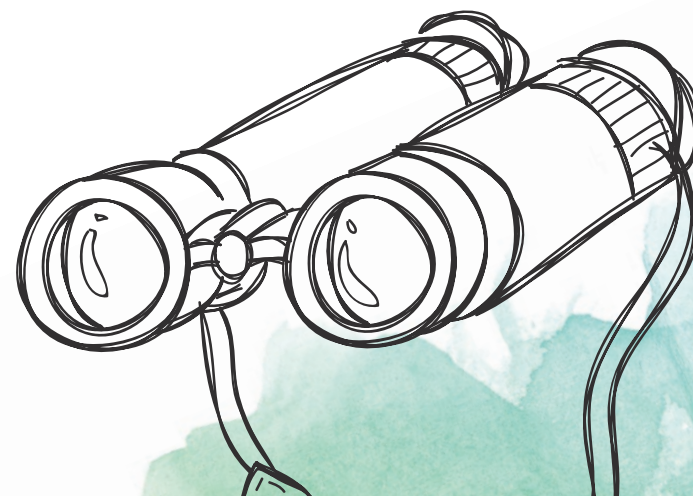
Educational settings currently have to deal with increasingly complex situations. They must seize every opportunity to improve learning conditions for children and students while taking a wide variety of needs and educational paths into account in their service offers. Educational success is different for different people with different capacities, needs and aspirations, and requires the involvement of society as a whole.

The time frame for this vision is 2030, more than 12 years after the launch of the policy. This will give us enough time to monitor the progress of students from kindergarten to the end of secondary school. Incidentally, the year 2030 also coincides with the Global Education Agenda, which is one of the 17 United Nations sustainable development goals.

Educational success covers the three major vectors of the mission of Québec’s schools: to provide instruction, to socialize and to provide qualifications. It includes success in school, but goes beyond obtaining a diploma or qualification by taking the person’s overall intellectual, cognitive, affective, social and physical potential into account starting in early childhood.

Although this is the school’s mission, several other elements contribute to educational success, such as culture and sports. Educational success is also intended to instill values and attitudes, and to impart competencies that will help mould responsible citizens who are prepared to play an active role in the labour market, the community and society as a whole.

The emergence of this shared vision is a result of research findings, experience with best practices and the major consensus reached in the public consultations. This vision concerns schools and educational childcare centres and their stakeholders and partners, as well as what these educational settings must promote and transmit to children and students to ensure their overall development and to help them achieve their full potential throughout their lives.



THIS VISION OF EDUCATIONAL SUCCESS INVOLVES TAKING MULTIPLE REALITIES INTO ACCOUNT, IN PARTICULAR WITH RESPECT TO THE FOLLOWING:

- children's and students' intellectual, psychological, social, affective and physical capacities. This aspect concerns mostly children and students with permanent or temporary social maladjustments or learning difficulties, and students with handicaps
- gifted students who might have difficulty sustaining interest and motivation when it comes to learning and succeeding at a level consistent with their potential
- children and students who do not have particular difficulties and who, with the appropriate support and encouragement, can develop their full potential
- children and students from economically, socially or culturally disadvantaged areas
- the educational paths of immigrant youth and adult learners in a situation of academic delay
- people's linguistic, cultural or religious backgrounds
- individual characteristics and identity such as sex, gender identity and sexual orientation

In addition to these individual characteristics, the policy and the various interventions aimed at implementing it will also have to pay close attention to three realities with different social, cultural, demographic, geographical and economic characteristics.

Indigenous children and students

Government action in an Indigenous context is based on the right of Indigenous nations (the 10 First Nations and the Inuit nation) to exercise their autonomy, in particular in education. The Québec government's relations with Indigenous peoples are based on conventions and agreements aimed at ensuring that they benefit from the educational services to which they are entitled. These nations, represented by 55 communities in Québec, use a variety of interventions to support the development of young children and to allow young people and adults to finish their schooling. However, they face considerable challenges with respect to student retention and success, which makes it essential to cooperate with the federal government in adopting an adapted approach that takes into account the specific reality of each nation and each Indigenous family living off-reserve.

Promoting Indigenous cultures and languages is a priority and, as such, is part of the government's vision of educational success. Today's Indigenous children and students are the future leaders of their communities and active members of society. They must have access to quality educational services adapted to their needs, as well as to conditions conducive to developing their full potential and strengthening their identity. Children as well as youth and adult learners need to be able to evolve in an inclusive, safe and culturally relevant educational environment.

The actions that stem from this policy will serve to benefit First Nations and the Inuit. It is important to remember that young Indigenous students learn in a variety of educational settings: schools in the

Québec school system, First Nations schools, and schools under the jurisdiction of the school boards of the three Indigenous nations under agreement.

The government has planned a distinct intervention for Indigenous people to bring concrete solutions to the table, solutions that will take into account their cultural and social differences. In addition, a series of measures targeting the educational success of Indigenous students have been integrated into the *Plan d'action gouvernemental pour le développement social et culturel des Premières Nations et des Inuits*, which consists in actions taken by the government to respond to the social challenges encountered by Indigenous people. This overall approach will also reflect the Québec government's ongoing work with respect to Indigenous cultural and social development, including this policy.

The Greater Montréal area

The Greater Montréal area faces a number of special complex challenges that often have an impact on many of the issues surrounding educational success. Because of its economic and demographic importance and its concentration of disadvantaged areas and ethnic communities, Montréal requires a special focus as well as targeted measures if it is to take part in achieving the objectives of the Policy on Educational Success. The implementation of this policy will take into consideration the Ville de Montréal's June 2016 Policy on Children, *Being Born, Growing up and Thriving in Montréal: From Childhood to Adolescence*.

The Policy on Educational Success also fully endorses the Québec government's commitments concerning the city's special status, such as incorporating the "Montréal Reflex" in all of Québec's economic and social policies. This framework agreement, signed in December 2016, affects several sectors, including educational infrastructures and equipment.

Remote regions and the maritime community of Îles-de-la-Madeleine

Each region is socio-economically, culturally and demographically unique. However, some regions' geographical location, size, isolation or distance from major urban areas and resources must be taken into account in the implementation of the Policy on Educational Success. All children and youth and adult learners, regardless of where they live, must have full access to the various strategies, action plans, measures and investments that will turn our vision of educational success into reality in the coming years.



STRONG VALUES: UNIVERSALITY, ACCESSIBILITY AND EQUITY

Québec's educational settings are based on strong values aimed at ensuring equal educational opportunities for all. These values have enabled the education system to quickly expand and have helped usher Québec society into the modern age.

The Policy on Educational Success reaffirms these fundamental values in its vision, orientations and implementation strategies. It seeks to consolidate and update the meaning and application of equity with respect to the social, economic, technological, demographic and cultural realities of the 21st century.

Today, respect and openness to diversity are key attitudes that enable us to live together and give new impetus to the values on which our education system is based. Inclusiveness will allow us as individuals and as a society to benefit from the richness and opportunities for fulfillment that others can offer us.

In a context of social, cultural and religious diversity, we must reaffirm the democratic values underlying Québec society, which helped forge its identity and contributed to its development. These values attribute particular importance to gender equality, which must be a part of every policy, law and intervention.



OUR VISION OF THE FUTURE

Children want to learn. They benefit from educational activities appropriate to their stage of development and arrive at school fully prepared and on an equal footing with all the other children their age. They live in an environment that is attentive to their needs and conducive to meeting others and discovering their own interests and potential.

Students want to succeed in school and make the effort required to do so. With the support and guidance of teachers and a variety of other practitioners, all students achieve their full potential.

Teachers and educators have the skills, knowledge, tools, support and recognition they need to make choices that foster overall child development and student success. They know how to develop and adjust their teaching practices. They receive exceptional education, participate in professional development activities throughout their career and have access to quality educational and pedagogical resources.

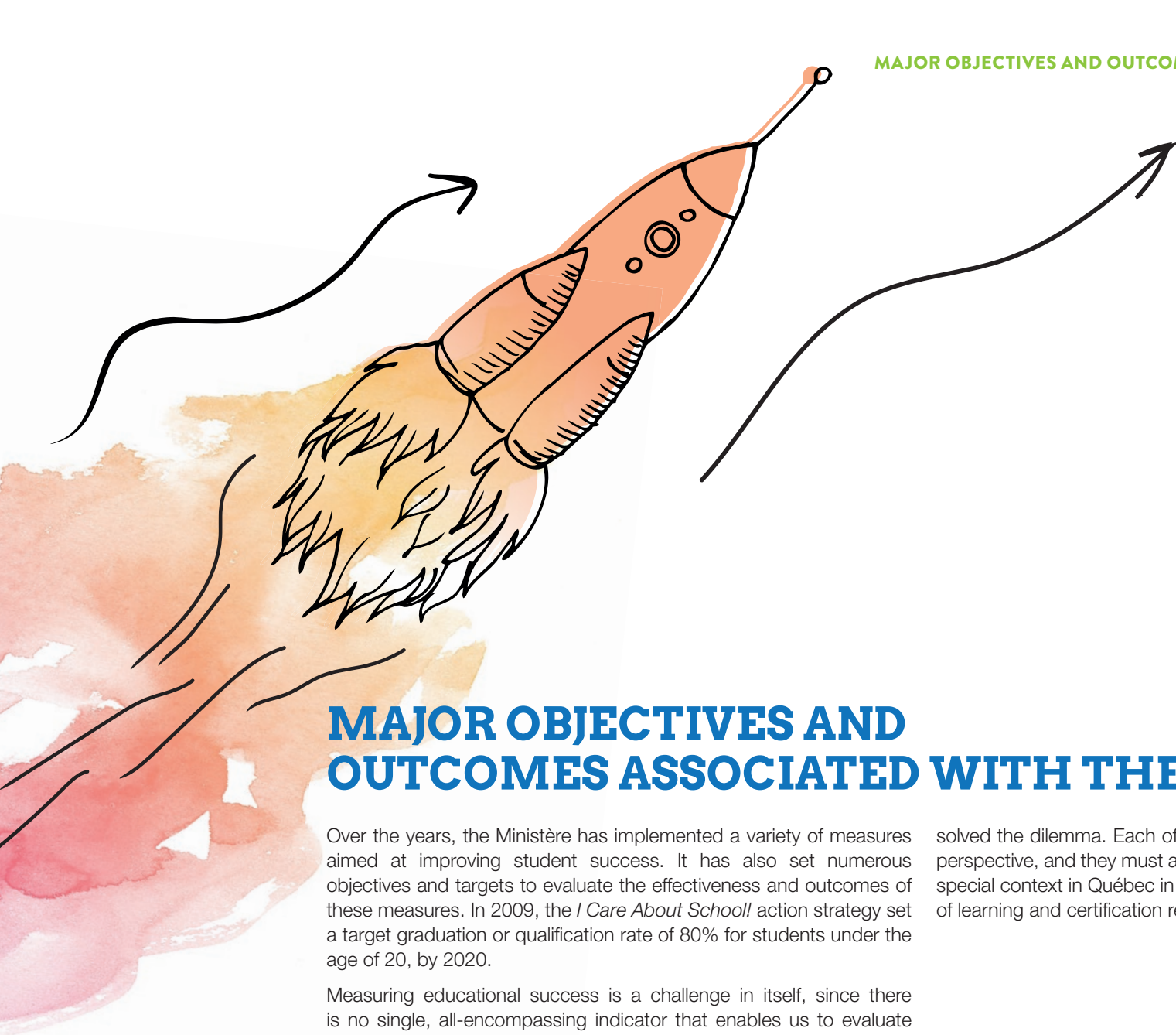
The **school team** creates a strong culture of cooperation in order to provide all students with support and guidance and to satisfy their needs. It encourages the adoption of best teaching, organizational and communications practices.

The **school principal** offers a pleasant, modern, stimulating and innovative living environment. He or she promotes parental, family and community involvement, the convergence of various professional resources, the use of teaching methods based on conclusive data and the optimal use of digital educational resources. His or her leadership facilitates the realization of the school's educational project and the application of rules of conduct that create an environment conducive to learning, development and success.

The **school commissioner** is committed to supporting schools and centres in his or her territory. The commissioner provides schools and centres with the leeway they need to meet students' needs, makes sure they have the resources they need to implement their educational project, and mobilizes all partners in the region around educational success.

Parents and families are intent on playing a role in educational success. They are very involved in life at the school or the educational childcare centre. Their cooperation is of the utmost importance, and they participate in a variety of academic, cultural, sports and recreational activities.

The stakeholders and partners in education and educational childcare services engaged in early childhood development and student success must contribute to educational success through a variety of initiatives. These include community and popular education organizations, regional bodies collaborating on student retention and success, health and social services practitioners, municipal and cultural organizations, sports and recreational organizations, the business community and companies.

An illustration on the left side of the page shows a hand holding a rocket. The hand is rendered with orange and red watercolor washes. The rocket is orange with black outlines and has two black arrows pointing upwards from its base. The background is white with faint, light blue wavy lines.

MAJOR OBJECTIVES AND OUTCOMES ASSOCIATED WITH THE VISION

Over the years, the Ministère has implemented a variety of measures aimed at improving student success. It has also set numerous objectives and targets to evaluate the effectiveness and outcomes of these measures. In 2009, the *I Care About School!* action strategy set a target graduation or qualification rate of 80% for students under the age of 20, by 2020.

Measuring educational success is a challenge in itself, since there is no single, all-encompassing indicator that enables us to evaluate educational success at a glance. This policy does not claim to have

solved the dilemma. Each of the indicators proposed offers a distinct perspective, and they must all be considered together. They reflect the special context in Québec in terms of school structure, the monitoring of learning and certification requirements.

GRADUATION AND QUALIFICATION

OBJECTIVE 1

By 2030, have 85% of students under the age of 20 obtain a first diploma (SSD or DVS), and 90% obtain a first diploma or qualification

The proportion of a cohort of newly enrolled secondary school students that obtains a first diploma or qualification is the Ministère's main indicator of student success. Although its scope is restricted by everything the concept of educational success implies, it nonetheless offers a key point of view from which to evaluate students' educational

paths in both the public and private systems. The following table illustrates the recent evolution of the proportion of a cohort that obtained a first diploma or qualification, starting with the 2002 cohort. In 2014-2015; 78.8% of students obtained a diploma or qualification after 7 years.

DISTRIBUTION (IN PERCENTAGE POINTS) OF THE PROPORTION OF A COHORT THAT OBTAINED A FIRST DIPLOMA OR QUALIFICATION, BY TYPE OF CERTIFICATION OBTAINED AFTER 7 YEARS AND BY COHORT OF NEWLY ENROLLED SECONDARY I STUDENTS, BOTH GENDERS COMBINED, QUÉBEC AS A WHOLE, 2002 TO 2008 COHORTS

	2002 cohort, monitored until 2008-2009	2003 cohort, monitored until 2009-2010	2004 cohort, monitored until 2010-2011	2005 cohort, monitored until 2011-2012	2006 cohort, monitored until 2012-2013	2007 cohort, monitored until 2013-2014	2008 cohort, monitored until 2014-2015
GRADUATION AND QUALIFICATION RATE (%)	71.9	72.3	73.4	75.0	75.8	77.7	78.8
SSD and DVS	70.5	70.8	71.3	71.7	71.5	73.4	74.5
Secondary School Diploma (SSD)	68.8	69.2	69.7	70.1	69.9	71.8	72.7
Diploma of Vocational Studies (DVS)	1.7	1.6	1.6	1.6	1.6	1.6	1.8
Other diplomas	0.1	0.1	0.1	0.1	0.2	0.2	0.2
Attestation of Vocational Specialization (AVS)	0.1	0.1	0.1	0.1	0.2	0.2	0.2
Skills Training Certificate (STC)	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Qualifications	1.3	1.4	2.0	3.2	4.1	4.1	4.1
Training Certificate for a Semiskilled Trade (TCST)	0.0	0.2	1.3	2.6	3.2	3.3	3.3
Pework Training Certificate (PWTC)	0.0	0.0	0.1	0.4	0.8	0.7	0.7
Other certificate or attestation	1.3	1.1	0.6	0.2	0.1	0.1	0.1

Source: MEES, GIR, DGSEG, DIS, special compilation of graduation and qualification rate by secondary school cohort, April 2016

EQUITY

OBJECTIVE 2

By 2030, reduce the gap in success rates between various groups of students by 50%

The proportion of a cohort that obtains a diploma or qualification by type of certification and cohort provides an overview of educational success. However, it masks important differences for at-risk students whose chances of success are smaller due to a variety of factors. The principles of equity and equal opportunity require that we consider the gaps between success rates for different groups of students and take measures to reduce them as much as possible.

Success rates are significantly lower among boys; students with handicaps, social maladjustments or learning difficulties; students in disadvantaged areas and first-generation immigrant students. The goal is to reduce the gap between these students and their peers by half when it comes to obtaining a first diploma or qualification before the age of 20. This goal can be achieved by establishing several specific objectives for these groups.

In 2014-2015:¹

- 73.8% of boys obtained a first diploma or qualification before the age of 20, all sectors combined, that is, 10.1 percentage points lower than their female counterparts
- 48.3% of students with handicaps, social maladjustments or learning difficulties who were enrolled in the public school system obtained a first diploma or qualification before the age of 20, that is, 34.1 percentage points lower than regular students
- 69.0% of students who started secondary school in a disadvantaged area² obtained a first diploma or qualification before the age of 20, that is, 8.9 percentage points lower than students in other areas
- 75.0% of first-generation immigrant students obtained a first diploma or qualification before the age of 20, that is, 4.1 percentage points lower than other students

¹ 2014-2015 data (2008-2009 cohort)

² Based on the socio-economic environment index (SEI) of the public secondary school attended (SEI decile rank 8, 9 or 10)

PREVENTION

OBJECTIVE 3

By 2025, increase to 80% the proportion of children starting school who do not present a vulnerability factor related to their development

Applying the principle of equal opportunity requires that we adopt preventive approaches and strategies so that all children can develop their full potential and integrate into the school environment under the best possible conditions. Any delay in a child's development when he or she starts school is likely to have an adverse effect on his or her love of learning and desire to succeed.

Of the 79 956 Québec students who were eligible for the Québec Survey of Child Development in Kindergarten in 2012, some 20 000 (slightly more than one child out of four, or 25.6%) presented a vulnerability factor in at least one of five areas of development (physical health and well-being, social skills, emotional maturity, cognitive and emotional development, communication skills and general knowledge). In other words, in 2012, 74.4% of children started school without presenting any vulnerability factors related to their development.

The Ministère de la Famille is ultimately responsible for reaching the target of 80%, which is also included in the government health policy.



LANGUAGE PROFICIENCY

OBJECTIVE 4

By 2030, increase to 90% the success rate on the composition component of the Elementary 4 (Cycle Two, Year Two) language of instruction ministerial examination in the public system

Literacy skills are fundamental, since they are the foundation on which other academic learning is built. Language proficiency paves the way for knowledge and know-how, as well as for communication and personal and social relationships that enhance quality of life. Students' ability to pass the composition component of the language of instruction ministerial examinations early on in their educational path is a determining factor, and it is certainly a key indicator of their ability to achieve their full potential.

From 2009 to 2013, between 80.0% and 86.9% of a sample of students who wrote the composition component of the Elementary 4 (Cycle Two, Year Two) language of instruction ministerial examination passed it. The results on this ministerial examination will be documented and monitored in a standardized annual process involving student samples.

OBJECTIVE 5

Increase by 5 percentage points the proportion of the adult population of Québec who demonstrate high-level literacy skills according to the 2022 Programme for the International Assessment of Adult Competencies (PIAAC).

Literacy skills development is a dynamic process that evolves over time as adults continue to learn. The PIAAC data collection process, implemented by the Organisation for Economic Co-operation and Development (OECD), measures literacy skills among adults between the ages of 16 and 65, among other things.

This measurement is done every 10 years; the last one was in 2011-2012. At that time, 47% of Québec adults had achieved literacy skill level 3, 4 or 5, that is, the highest literacy skill levels.

EDUCATIONAL PATH

OBJECTIVE 6

By 2030, reduce to 10% the proportion of students starting public secondary school at age 13 or older

Starting secondary school with a delay of one or more years has a negative impact on students' educational paths and, ultimately, on their educational success. Academic delay at the elementary level significantly increases the probability of dropping out of secondary school. How old students are when they start secondary school has an impact on the proportion of students who earn a diploma or qualification after seven years. There is a gap between students who start secondary school at the expected age (12 years or younger) and those with a delay (13 years or older). The graduation rate among the latter group is lower.

Academic difficulties and disengagement from school are good reasons for early intervention.

LIVING ENVIRONMENT

OBJECTIVE 7

By 2030, ensure that all school buildings are in good condition

Considering that the physical and architectural environment of schools has an impact on students' academic results, the school environment must be pleasant, stimulating and safe. Building quality also facilitates the work of teachers and other school staff.

In 2017, Québec had 4 000 school buildings, almost 70% of which (2 743) were in good condition; in other words, their Facility Condition Index (FCI) was rated at 15% or less. The FCI is the ratio of five-year maintenance costs to the estimated replacement value of the school building.

INDIGENOUS STUDENTS

We must take action to close the substantial gap in the success rates between Indigenous students and all students combined. Given the multiple factors and challenges at the root of this gap, a specific approach is needed to eliminate it and ensure the vitality of Indigenous communities. The government will work with Indigenous communities to identify objectives and targets, develop measures to improve the success rate of Indigenous students and enable them to achieve their full potential for the benefit of their community and Québec as a whole.



THREE BROAD AREAS OF INTERVENTION, CHALLENGES AND ORIENTATIONS

The policy's three broad areas of intervention

The Policy on Educational Success is based on the three broad areas of intervention that structured the discussion framework for the public consultations:

- Everyone achieving their full potential
- An inclusive environment for development, learning and success
- Mobilization of partners and stakeholders in support of educational success

Each of the three broad areas of intervention refers to a specific level of intervention: children and students, schools and educational childcare centres, and community stakeholders and partners.

Obviously, these broad areas of intervention are interdependent, and the success of interventions at any one level depends on their complementarity with interventions at the other levels and, in particular, on the concerted efforts of the various practitioners, stakeholders and partners.

CHILDREN AND STUDENTS

BROAD AREA OF INTERVENTION 1

EVERYONE ACHIEVING THEIR FULL POTENTIAL

Everyone achieving their full potential is at the heart of the mission of schools and educational childcare centres. Child development has a significant impact on preparation for school, adaptation to the school environment and educational success.

This first broad area of intervention of the Policy on Educational Success involves three challenges respecting services and interventions aimed at children and at youth and adult learners.

CHALLENGE 1

EARLY, RAPID AND ONGOING INTERVENTION

The need for early and ongoing intervention to prepare for and facilitate transitions from one level of education to the next was probably the most spontaneous and decisive consensus to have come out of the public consultations in the fall of 2016. Preparing children for school is considered one of the most important steps in the continuum of educational services. Also, rapid intervention with all children and students, regardless of their age, throughout their educational path was unanimously recognized as a preferred prevention strategy.

Difficulties and special needs can arise at any age and dangerously increase the risk of early school leaving, especially among boys, who are already more likely to drop out of school.

Parents, school principals, teachers, educators, community organizations, researchers and various local, regional and provincial organizations were clear about the importance of preventive approaches and practices. A preventive approach makes it possible to identify and understand a person's permanent and temporary limitations and difficulties, as well as his or her talents and potential.

ORIENTATION 1.1

ACT EARLY AND RAPIDLY

Preparing children for school is assuredly one of the most important steps on their educational path. Coordinated intervention is therefore crucial, particularly when it comes to the various transitions children will experience when they enter an educational childcare centre and, eventually, kindergarten.

Early and rapid intervention as soon as a problem arises helps provide a response adapted to the person's needs, one that will be beneficial to his or her overall development and ability to learn and succeed. It also helps identify difficulties at an early age, implement the necessary measures and ensure access to specialized services sooner.

Special attention must be paid to children and young students between the ages of 0 and 8, whose development, learning and achievement of their full potential can be seriously compromised by an accumulation of personal, family, academic and social risk factors.

Observation and detection of difficulties in children between the ages of 0 and 5 are without a doubt the first steps in an ongoing prevention process. A good educator-child and educator-parent relationship is crucial for detecting signs of difficulty and establishing their causes.

It is important to emphasize that prevention and early, rapid intervention are just as important for children and students without particular difficulties or problems, for they must receive the attention and follow-up they need to maintain their progress and consolidate their path to success.

“SUCCESS ISN'T THE SAME
THING FOR EVERYONE,
BUT EVERYONE SHOULD
BE ABLE TO SUCCEED.”

(Student, Montérégie regional
consultation, November 14, 2016)

ORIENTATION 1.2

ACT CONTINUOUSLY AND IN A CONCERTED MANNER

Early and rapid intervention is not a question of age. It is just as necessary when children or students face critical events or transitions or when they need help adapting, which can happen at any point on their educational path. It is also essential to provide guidance throughout the process until they obtain a diploma or a qualification, whether in terms of overall development or academic learning.

Immigrant students experience their own transitions, for instance, between the welcoming class and the regular classroom. Rapid, targeted action must also be taken for students who immigrate to Québec after they have started school, especially if they are in secondary school.

Ongoing intervention means focusing on the individual and taking him or her into account in a service continuum that goes beyond the missions and limits of the various organizations involved. It also means ensuring the consistency and effectiveness of all interventions aimed at providing support for the individual on his or her educational path and monitoring the progression of his or her learning. The continuity of services is essential in preparing and facilitating transitions, whether from an educational childcare centre or the home to kindergarten, from kindergarten to elementary school, from elementary to secondary school, from Secondary Cycle One to Secondary Cycle Two, or from secondary school to an adult education centre, a vocational training centre, higher education or the workforce. This continuity of services not only helps consolidate children's and students' educational paths, but also, at the same time, reduces the risk that they will drop out of school. To this end, strategies must be developed to adequately support young people until they reach the age of majority, so that the greatest number of young people obtain the diploma or qualification that will enable them, in the short to medium term, to continue their schooling or develop their competencies.

Maintaining the continuity of services is made much easier by the development or strengthening of practices and permanent structures for communication, information and cooperation between the various settings involved in educational success. The sharing of information between educational childcare centres, healthcare services, community organizations, schools and institutions of higher learning, as well as between the different levels of education, is essential for ensuring follow-up and guidance tailored to the profile of each child or student and adapted to their changing needs, and should be continued until they reach the age of majority or finish secondary school.

**“SCHOOL ISN'T JUST ABOUT MATH,
FRENCH AND ENGLISH; IT'S A PLACE TO
LEARN HOW TO GROW AS INDIVIDUALS
AND TO PREPARE US TO GO FAR AND
ACHIEVE OUR GOALS.”**

(Student, Lanaudière/Laurentides regional consultation,
November 25, 2016)



CHALLENGE 1

EARLY, RAPID AND ONGOING INTERVENTION

In order to foster early, rapid and ongoing intervention among all children and students, the government will take the following steps:

- review the funding model for students with handicaps, social maladjustments or learning difficulties
- add specialized resources to improve the integrated services offer and provide special needs students in vocational training centres and adult education centres with more support and guidance
- publish a collaborative interministerial strategy on education for children between the ages of 0 and 8, developed by the Ministère de la Famille, the Ministère de l'Éducation et de l'Enseignement supérieur and the Ministère de la Santé et des Services sociaux; this strategy is intended to foster the continuity, quality and accessibility of early childhood education up to the end of Elementary Cycle One and to ensure that students acquire the basic literacy and numeracy skills
- continue the implementation of full-time kindergarten for 4-year-olds to complement educational childcare centre services
- study the possibility of extending the age of compulsory school attendance from 16 to 18, or until the student has obtained a first diploma or qualification, by offering educational paths that meet their needs, particularly in training for qualifications



CHALLENGE 2

FOUNDATIONS AND PATHS FOR LIFELONG LEARNING

The term *foundations* encompasses a wide range of knowledge, skills and attitudes. These foundations enable a person to learn throughout his or her lifetime and to benefit from greater freedom and autonomy in making personal, work-related and other choices.

The school system must also provide a variety of fluid and flexible educational paths that meet the needs of both girls and boys, young people and adults, whether they are in general education or vocational training. These paths make it possible to welcome and support both students transitioning from another educational path and people with atypical or unconventional educational paths.

ORIENTATION 2.1

DEVELOP LITERACY AND NUMERACY SKILLS STARTING IN EARLY CHILDHOOD AND CONTINUING THROUGHOUT LIFE

Literacy and numeracy are the foundation of all educational paths. They go beyond reading, writing and arithmetic. They also encompass the ability to use information and access knowledge on a variety of material and digital media, and make it possible to make enlightened decisions in a variety of contexts.

Language development and emergent reading, writing and math skills must begin early in life, mainly through play. These are essential prerequisites for a successful transition to school and further learning. A cumulative deficit in these skills will make it more difficult to learn and can prevent a person from recognizing and developing his or her full potential.

In adults, illiteracy or poor literacy and numeracy skills has an impact not only on the person in question and his or her present and future opportunities, but also on the development and educational success of his or her children. Having little schooling as a parent, in particular as a mother, can have an adverse effect on parental involvement and support, and may increase the risk that a student will drop out of school. On the other hand, a parent with good literacy and numeracy skills is better equipped to guide his or her children in their development and educational path.

Reaching, attracting and retaining adults who have been away from school for a long time, encouraging them to re-initiate the learning process in a formal or community setting and using the appropriate tools to help them define their needs and establish a learning plan are inherent in the concept of lifelong learning and rely on the contribution of community action organizations. Developing adequate literacy and numeracy skills is an objective that must be reaffirmed at every stage of learning among children, young people and adults, whether they are in general education or vocational training.

“PREPARING FOR SCHOOL IS GOOD, BUT PREPARING
FOR LIFE IS BETTER.”

(School staff member, Saguenay–Lac-St-Jean regional consultation,
November 7, 2016)

ORIENTATION 2.2

INTEGRATE 21ST-CENTURY COMPETENCIES AND DIGITAL TECHNOLOGIES MORE EFFECTIVELY

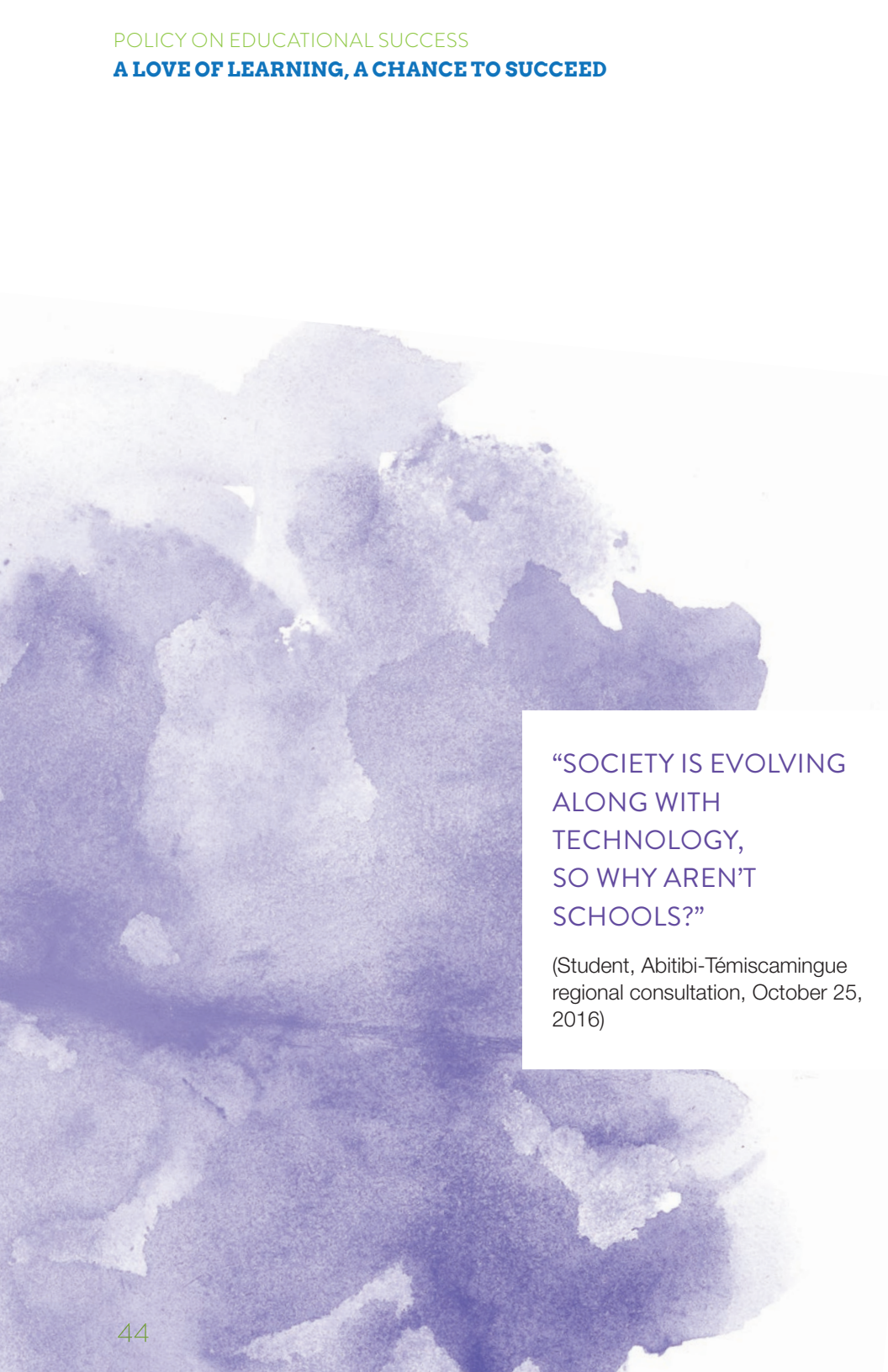
21st-century competencies

The concept of competency evolves along with changes to modern society. In the 21st century, the range of competencies leading to educational success includes multiple dimensions that enable students to become competent, creative and responsible citizens who are fully engaged in personal, family, work and social life.

In addition to subject-specific competencies, students develop cross-curricular competencies such as critical thinking, problem solving, communication, cooperation, entrepreneurship, the ability to harness the potential of technology, creativity and innovation. Contact with the arts and culture strengthens the development of these competencies. Twenty-first-century competencies also include other aspects of educational success, such as autonomy and personal management, social responsibility, and cultural, global and environmental awareness. As a whole, they foster openness to the world and a greater awareness of its diversity and richness. They can also help students develop a heightened sense of entrepreneurship and innovation.

Major international organizations such as the OECD, UNESCO and the European Union agree that it is important to teach these competencies in 21st-century schools. The need to develop these competencies was also widely recognized at the public consultations on educational success, both by the general public and educational settings, as well as by the research community, the labour market and the business world.

Twenty-first-century competencies are very similar to the cross-curricular competencies defined in the Québec Education Program, as well as to those in the adult general education curriculum and in the vocational training programs. However, in a world that is constantly changing, we must re-examine these competencies and consider better ways of integrating them into the basic school regulations, the subject-time allocation and the individual programs. These competencies affect all Quebecers regardless of their age.



“SOCIETY IS EVOLVING
ALONG WITH
TECHNOLOGY,
SO WHY AREN'T
SCHOOLS?”

(Student, Abitibi-Témiscamingue
regional consultation, October 25,
2016)

Educational possibilities of digital technologies

Many social, economic and cultural changes are driven by digital technology, which changes the form and content of knowledge as well as the ways in which it is accessed and transmitted. Because digital technology is present in every sphere of human activity, the ability to use it autonomously and creatively has become an essential competency that must be maintained and developed throughout life.

The development of digital competencies will make both young people and adults more autonomous in their learning. It will help them achieve their full potential, develop social skills and succeed in the labour market. Proficiency in digital technologies is also an important equity factor for children and students from disadvantaged areas and for immigrant children and students.

Digital technology is already transforming our schools. We need to make sure that it is used equitably and that its potential is harnessed more effectively in order to improve teaching and learning. This technology provides access to tools that can significantly improve pedagogical resources and practices, facilitate teaching, free up more time to spend with students, facilitate communication and foster better relationships with parents. However, teachers are not the only ones responsible for these changes. If digital technologies are to be used in teaching and learning, teachers and students will need the appropriate training, guidance and technical and pedagogical support.

ORIENTATION 2.3

DEVELOP DIVERSIFIED PATHS FOR VOCATIONAL TRAINING BASED ON QUÉBEC'S DEVELOPMENT PRIORITIES AND STUDENTS' INTERESTS

Vocational training plays a key role in the educational success of young people and adults, just as it does in the socio-economic development of the various regions of Québec and the growth of Québec society as a whole. It must strike a balance between Québec's development priorities and labour market needs on the one hand, and individuals' interests, capacities and personal and vocational aspirations on the other. Vocational training also includes entrepreneurial awareness activities and support for entrepreneurial projects.

Vocational training paths must be flexible enough to cater to a wide variety of students with different training needs and provide them with the support and guidance they need to successfully complete their studies, in particular by offering innovative methods of service delivery. Vocational training paths must also satisfy students' training needs, in particular those of girls and women who want to return to school but are sometimes encouraged to do training leading to traditionally female occupations. Many young people and adults arrive in vocational training, whether or not they have been there before, via atypical or unconventional pathways. Recognizing their experience and their acquired competencies eases their transition to vocational training and makes their time in school more rewarding.

Vocational training enables many people to achieve their full potential and join the workforce as active citizens. It allows some people to change, or advance in, their career, while others use it as a springboard to higher education. In any case, it is essential that it be restored to its rightful place as a short training path leading to the labour market or higher education. In this respect, access to vocational training must be improved, and the transition made easier if necessary.

Many of the challenges and orientations in this policy apply to vocational training. Accordingly, we must find a way of ensuring that more people have access to vocational training that corresponds to their interests and circumstances, intervening early on behalf of vocational training students, accompanying them on their educational paths, adapting services to their needs, fostering the mobilization of all practitioners, and strengthening ties between vocational training centres and businesses, especially with respect to practicums.

CHALLENGE 2



FOUNDATIONS AND PATHS FOR LIFELONG LEARNING

In order to lay the foundations for lifelong learning and create pathways conducive to engaging in it, the government will:

- launch a vocational training action plan
- launch an action plan concerning digital technologies in education, higher education and competency development
- support entrepreneurship projects at school
- work toward the modernization of pedagogical frameworks and procedures for the evaluation of learning
- focus on the development, enhancement and maintenance of literacy skills throughout life, in particular by:
 - implementing a literacy and francization strategy
 - implementing a strategy to improve language skills



CHALLENGE 3

ADAPTING TO DIVERSITY AND DIFFERENT NEEDS AND EDUCATIONAL PATHS

Educational childcare centres and schools cater to a wide variety of individuals with different needs and offer different educational paths toward educational success. Each child and student is unique, and their differences must be seen as opportunities for success rather than as obstacles.

Educational success is commensurate with a person's potential and aspirations. Thus, academic requirements and educational objectives can vary depending on the person and his or her needs

and pace of learning. For instance, if certain children and students with special needs are to develop and achieve their full potential, individualized planning will be required. Recognizing diversity also means adjusting the nature and level of expectations.

Never before has interaction between stakeholders and partners in education, particularly those in the health and social services sector, required such vision, coherence and effectiveness.

ORIENTATION 3.1

RECOGNIZE DIVERSITY AND VALUE EVERYONE'S CONTRIBUTION

Being open to others and valuing diversity make learning how to live together in harmony extremely important for schools and educational childcare centres. The quality of personal and social relationships, children's and students' sense of belonging and social inclusion, and the vitality and sustainability of their engagement in the educational process depend on it.

If everyone is to benefit from this diversity in an atmosphere of openness and trust, educational settings must be a reflection of society and the citizenship values on which it is based. In this respect, efforts must be made to integrate people with handicaps, social maladjustments or

learning difficulties into regular classrooms to improve their chances for success. This approach stems from the principles of inclusion and social diversity that underpin this policy.

Diversity is inevitable in our society and is part and parcel of everyday life. Social diversity must be integrated into educational settings because they are an important meeting place in life, where people learn to live with others and take their first steps as citizens. Since language is a key element in communication and living together, the importance of welcome and support services for immigrants learning French cannot be understated.

ORIENTATION 3.2

PROVIDE ACCESSIBLE, QUALITY EDUCATIONAL SERVICES ADAPTED TO DIVERSE NEEDS

Educational settings must offer a variety of fluid and flexible educational paths that can be adapted to children's and students' capacities and aspirations, especially those with special needs. Striving to integrate people with handicaps, social maladjustments or learning difficulties into regular classrooms is part and parcel of supporting teachers and educators with the range of technological and professional resources they may need. The diversity of needs also includes the needs of gifted individuals and individuals who have no particular difficulties. Educational settings must be able to deal with all this diversity, while maintaining high-quality services.

An important part of accessibility is the recognition of acquired competencies (RAC), since, despite the progress made in recent years, this is still a major challenge, particularly with regard to methods of acquiring competencies that may be lacking. People entering or re-entering the school system do so via different personal, professional and social paths, a fact that must be taken into consideration in evaluating needs, aptitudes and development potential.

The fact that educational success is a broader term than success in school means that complementary educational services are especially important. The range of services may involve promoting student participation in educational life; educating students about rights and responsibilities; facilitating sports, cultural, social and scientific activities; fostering community awareness and engagement; providing support in the use of documentary resources; providing academic and vocational information and guidance services; providing psychological, psychoeducational, special education, remedial teaching and speech therapy services; providing health and social services; and providing welcome and support services for immigrants learning French.

These services are intended for the whole person, build on his or her strengths and aspirations, and offer activities to foster personal development in its broadest sense. They contribute to the person's success and can counter risk factors that could otherwise hinder personal development.

“OUR CHILDREN NEED TO LEARN WHO
THEY ARE AND WHAT SUCCESS MEANS
FOR THEM AS INDIVIDUALS.”

(Parent, Estrie regional consultation,
October 28, 2016)

ORIENTATION 3.3

TAKE ACTION AT ALL LEVELS OF GOVERNANCE TO ENSURE EQUAL OPPORTUNITY

Since the early 1960s, the values of universality, accessibility and equity have been behind the success of Québec's education system and ensured its contribution to the social and economic development of the province. Québec has accomplished great things, and we must continue to reach even higher. Faced with all the social, economic, technological, demographic and cultural transformations currently shaping Québec, we must collectively re-examine these values and bring them to the fore in new ways that give all children and all students equal opportunities to succeed.

The government, the school system and educational childcare services must be vigilant in making sure that public policies, administrative and regulatory frameworks, and action plans and measures for children and students ensure equal access to quality education services. In the 21st century, no child or student in Québec should be alienated from the Québec school system for economic or any other reasons.

Ensuring equal opportunity also means significantly improving efforts to provide better-quality services and to intervene more rapidly on behalf of people with special needs, children or students with handicaps, social maladjustments or learning difficulties and those living in disadvantaged areas. The *Education Act* makes it incumbent upon school boards to ensure that students receive the support they need and to adapt educational services according to their needs, based on the schools' compulsory evaluation of the students' abilities. Private schools also bear this responsibility, and they must pursue their efforts to integrate these students. Finally, ensuring equal opportunity also means fostering access to the widest possible range of services available, particularly through individualized educational projects in certain schools.

“A SCHOOL WITH A LOT TO OFFER
IS A SCHOOL THAT LETS ITS STUDENTS
GROW AND MAKE MISTAKES.”

(Student, provincial consultation, December 2, 2016)

CHALLENGE 3



ADAPTING TO DIVERSITY AND DIFFERENT NEEDS AND EDUCATIONAL PATHS

To adapt services to the diversity of student profiles, needs and educational paths, the government will:

- add one specialized resource in each elementary school in Québec to act as a liaison between students, their families and other significant practitioners
- establish a minimum level of specialized and integrated services in schools and centres to allow them to respond equally to the needs of all students
- implement measures, in collaboration with private schools, to facilitate the integration of students with handicaps, social maladjustments or learning difficulties
- create an issues table on education in Montréal in order to adapt the measures, action plans and strategies associated with this policy to the reality of Montrealers
- create a provincial issues table on the educational success of Indigenous students in the youth and adult sectors in order to find possible solutions to meet their needs. This initiative will be integrated in the Plan d'action gouvernemental pour le développement social et culturel des Premières Nations et des Inuits
- in collaboration with the members of the National Assembly, table a bill on school attendance before the National Assembly fostering equal opportunity and providing a framework for home schooling and free schooling for students with precarious immigration status, and bestowing more powers on institutions offering young people educational services outside the current frameworks
- improve the continuum of services for allophone students and the support provided to vulnerable students of immigrant origin
- publish a broad plan of action to diversify and adapt educational services and offer the necessary guidance so that all students, regardless of their needs or social background, can achieve their full potential



EDUCATIONAL CHILDCARE CENTRES AND SCHOOLS

BROAD AREA OF INTERVENTION 2

AN INCLUSIVE ENVIRONMENT FOR DEVELOPMENT, LEARNING AND SUCCESS

As integral parts of everyday community life, educational childcare centres and schools are open environments that welcome people from a wide variety of socio-economic, cultural and ethnic backgrounds, and where people learn about life as they meet others and discover new possibilities.

This is where children and students learn, live by social values, construct their identity and develop into responsible citizens. Much of the day is spent in such settings and, for the people who learn or work in them, these places are a living environment in which learning is enriched by a multitude of personal and social interactions. These are also places where children and students meet adults who will serve as inspiration or role models, particularly the educators and teachers with whom they spend much of their time as they develop and learn. The fact that there are fewer male role models is an important aspect to consider in boys' educational success. Role models have an impact on school engagement as well as on personal life, social relationships and the quality of participation in various activities and living environments.

To fully achieve their mission to provide instruction, socialize and provide qualifications, schools must implement quality educational and pedagogical practices and have optimum infrastructures and resources. They must also have access to a wide range of complementary competencies and areas of expertise that will have a convergent and structuring effect on students' success. Students are at the heart of the system, surrounded by many stakeholders intent on helping them succeed. It is therefore important to place priority on the determining factors of student achievement.

Educational childcare centres have a threefold mission: to ensure the children's well-being, health and safety, to provide a living environment that stimulates their overall development and to prevent the development of learning, behavioural or social integration difficulties. They must therefore have access to qualified educators and the appropriate infrastructures and resources.

CHALLENGE 4

QUALITY EDUCATIONAL AND PEDAGOGICAL PRACTICES

Whether all children and students achieve their full potential depends largely on the quality of the educational and pedagogical practices of those who are in closest contact with them. The latter have a decisive influence on children's and students' perceptions of their own competencies, expectations, appreciation of learning and teaching, and commitment to their educational paths. The more positive this perception, the better the students will develop and perform.

In this respect, the educator-child and teacher-student relationship constitutes the core of educational and pedagogical practices and is an important factor in the development of the child as well as a determining factor in student retention and success. Each child and student should benefit from the full potential of this relationship. In educational childcare centres, special attention should be paid to improving educational interventions and training for staff, teachers and educators, as well as to implementing a quality educational program.

In schools, the teacher-student relationship must be supported by the efforts and involvement of the school team. The school team comprises homeroom teachers, specialist teachers, non-teaching professionals, support staff, educators in school daycare services and the school principal. The school team embodies the importance of collaboration in pedagogical innovation and development.

The school principal is a key stakeholder in student success. The atmosphere of the school, the socio-educational climate, the school staff's sense of belonging and competency development, and cooperation between the principal and the school staff all contribute to student well-being, student retention and educational success. The principal's leadership in this area is reflected in the organizational structures and educational practices at the school.

School boards also play a key role in student success by providing schools with necessary support. They are responsible for distributing resources based on needs, recruiting qualified personnel and providing them with training and support, and implementing policies to ensure equity.

**“TEACHERS MUST BE TRAINED TO BE MORE
VERSATILE BECAUSE WE KNOW THAT TODAY,
EVEN CHANGE IS CHANGING.”**

(School staff member, Montréal regional consultation,
November 18, 2016)

ORIENTATION 4.1

IMPROVE THE INITIAL AND CONTINUING TRAINING OF SCHOOL AND EDUCATIONAL CHILDCARE SERVICES STAFF

The initial and continuing training of school and educational childcare services staff is an important factor in educational success.

Staff members are responsible for making learning accessible to all children and students and adapting their educational and pedagogical practices to their capacities and sociocultural characteristics, especially when it comes to children and students with handicaps, social maladjustments, learning difficulties or special needs, and newly arrived immigrants. In addition to being given the proper training, staff members must receive support and recognition in the workplace, as well as in the community and in society as a whole.

The knowledge that school staff and, particularly, teachers have of effective teaching and learning strategies has a significant positive effect on students' performance. The actions of every member of the school staff must be based on rigorously tested theoretical principles that have yielded conclusive results. Ensuring more systematic and continuous guidance in the adjustment and renewal of practices is a key condition for development.

During the public consultations held in the fall of 2016, there was unanimous agreement that, based on research, the initial training and competencies of school and educational childcare services staff must be a priority in any policy on educational success, notably because of the substantial impact they have on child and student development, learning and interpersonal relationships. The competencies of school and educational childcare services staff are also a priority. Since these people are role models, they must have achieved and maintain a high level of language proficiency. Teacher training must also include a cultural component that goes beyond proficiency in the language of instruction and language skills per se.

The professional development of school and educational childcare services staff is also indispensable in maintaining and developing competencies in an ever-changing school system. Initial training and professional development are the cornerstone of professional autonomy and student success. Competency is also valued among educators and in education in general. The education system must be able not only to attract young teachers but also to accompany them in their professional integration and development. A career in education, so vital to the development of any society, deserves greater social recognition.



ORIENTATION 4.2

ENSURE THE DEVELOPMENT AND ADOPTION OF BEST EDUCATIONAL AND PEDAGOGICAL PRACTICES

The awareness and application of research findings is a powerful tool for educational success for all children and students. Early childhood and education research can identify best practices in Québec and worldwide, determine their strengths with respect to different types of clientele and settings, and recognize conditions conducive to successful implementation.

The quality of educational and pedagogical practices depends largely on the transfer and appropriation of research-based knowledge. In this respect, innovative practices to ensure child development and student

success are developed, disseminated and adopted with the support and leadership of school principals, educational childcare centre managers and school board directors.

Although they are not the only criterion for action, research findings must be factored into the decisions made in every educational setting. However, to take full advantage of research findings and ensure the adjustment of practices, we must promote and support a culture of transfer.

ORIENTATION 4.3

UPDATE METHODS FOR THE EVALUATION OF LEARNING AND ENSURE THEIR INTEGRITY

The evaluation of learning is an essential element in the design, development and implementation of quality educational and pedagogical practices. It allows teachers to measure the student's learning, not only with a view to granting a diploma or promotion to a higher level, but also to learning more about the student's needs and determining what type of guidance is required. The purpose of evaluation is to further learning, not the other way around.

The performance evaluations that take place throughout the student's time in school should foster the accurate monitoring of his or her learning, in order to identify strengths and points in need of improvement without placing undue pressure on the student. Evaluation practices must be

based on research findings and the expertise of school staff. They must be designed and applied with rigour, fairness and transparency in order to contribute to the learning process and to demonstrate unequivocally that the students have acquired the knowledge and skills to pursue their education or obtain a diploma.

School boards play a key role in evaluation. On the one hand, they must ensure that the evaluation results truly reflect the learning acquired and, on the other, that the rights and obligations of school staff and administration regarding evaluation are respected.



CHALLENGE 4

QUALITY EDUCATIONAL AND PEDAGOGICAL PRACTICES

To support the implementation of quality educational and pedagogical practices, the government will:

- take action to create a provincial institute of educational excellence based on the recommendations of a designated task force
- adjust the frequency of the evaluation of learning so as to focus on the most important points in students' educational path. These issues will be discussed in the process of modernizing pedagogical frameworks and evaluation procedures
- establish a formal process for analyzing all possible means of enabling teachers to fully assume their key role in student success:
 - launch a major initiative on the valorization of the teaching profession and the professional autonomy of teachers
 - in collaboration with the school system and the university community, publish a new competencies framework for the teaching profession with a view to updating initial teacher training and professional development for teachers
 - create an annual prize to be awarded to a teacher in recognition of his or her innovative pedagogical practices
- consult the Office des professions du Québec with a view to creating a professional order of remedial teachers



CHALLENGE 5

AN INCLUSIVE, HEALTHY, SAFE, STIMULATING AND CREATIVE ENVIRONMENT

Having all children and students achieve their potential means prioritizing inclusion in everyday practices in educational childcare centres and schools. Equity is an inalienable value in the education system and, now more than ever, it is predicated on inclusion.

Inclusion is an act of equity, a concrete and timely response to changes in society and schools. It is the responsibility not of any one class, but of the school as a whole, in conjunction with the school team and its various areas of expertise and community support. In an inclusive environment, regular classes, like welcoming classes, are for everyone. They embody social diversity and reflect Québec's openness and welcoming attitude.

For children and students, educational childcare centres and schools are living environments in which they spend several years learning important social skills on a daily basis. Since these settings have a decisive influence on their development, they must provide a social environment conducive to healthy relationships with others, together with stimulating and safe facilities and spaces and a strong cultural component.

ORIENTATION 5.1

OFFER A WELCOMING, SAFE AND CARING LIVING ENVIRONMENT THAT FOSTERS DISCUSSION, COMMUNICATION AND ENRICHING PERSONAL AND SOCIAL RELATIONSHIPS

Educational childcare centres and schools are places of inclusion, where children and students learn to live together and develop responsible, caring and enriching personal and social relationships. Knowing how to live together makes learning more enjoyable and increases our chance of success. However, educational settings are not the only environments conducive to learning. Parents, families and communities also shoulder responsibility for learning and have considerable influence in this respect.

Openness to others and respect for diversity are manifested in the quality of communication and interaction. Learning about different cultural realities is a source of personal enrichment and community living skills.

An educational living environment must inspire a sense of safety and physical and psychological well-being that fosters discussion and communication. In this respect, maintaining a healthy and safe environment means that educational settings must be ever on the lookout for bullying, discrimination, radicalization, intolerance and any other form of physical, sexual, emotional or psychological violence. This requires close collaboration among community stakeholders.



ORIENTATION 5.2

OFFER A LIVING ENVIRONMENT THAT INCORPORATES CULTURAL, PHYSICAL, SPORTS, SCIENTIFIC AND ENTREPRENEURIAL ACTIVITIES

The mission of educational childcare centres and schools also involves opening windows onto the world with a view to fostering self-knowledge, curiosity, open-mindedness, and the desire to learn and take initiative.

In this respect, cultural and intercultural activities are an important aspect of the education process, introducing children from a very early age to the arts and culture, science, technology, the evolution of human thought and the diversity of cultures and civilizations. While these activities can take many forms, they all allow children and students to appreciate the diversity of the human race and its ability to imagine and create.

Regular physical activity, participation in sports and active recreational and outdoor activities are known to have a beneficial effect on both physical and mental health, to enhance psychological well-being and autonomy, and to provide a sense of satisfaction. They also have a positive effect on student retention and educational success, team spirit and openness to others, and foster a sense of belonging, solidarity, cooperation and community.

Daily participation in active games is crucial to children's overall development and beneficial to their health. These sorts of games enable them to gradually develop their motor skills, coordination, sense of balance, muscle tone and the ability to situate themselves in space and time. Proper development of each of these components is a prerequisite for learning how to read and write.

Entrepreneurship, in the form of carrying out a project, helps students develop confidence in their ability to successfully complete what they start and to enter the job market. This type of project can also significantly increase students' sense of empowerment by encouraging them to think about what they want to become and what they can become, and preparing them to take charge of their future in a responsible and community-minded manner. Girls should receive additional encouragement to consider entrepreneurship, an area in which women are still under-represented.

From an early age and throughout their educational path, scientific activities can spark girls' and boys' curiosity. In particular, students can learn the scientific method or approach, open up to science and develop interests that can lead them to scientific careers later on in life. More work must be done to introduce girls to the scientific approach, since they are less likely than boys to choose fields in the pure and applied sciences.

Furthermore, people who develop basic motor skills at an early age are more likely to adopt and maintain a physically active and healthy lifestyle. Family support and influence are decisive in this regard, as are the support and influence of the educational childcare centre or school. These stakeholders play a crucial role in the development of children's physical and motor skills, as well as in the acquisition of healthy lifestyle habits. A number of studies have demonstrated a strong correlation between educational success and the opportunity to participate in various activities at school (cultural, physical, sports, scientific activities, etc.), either in the classroom or as extracurricular activities.



CHALLENGE 5

AN INCLUSIVE, HEALTHY, SAFE, STIMULATING AND CREATIVE ENVIRONMENT

To ensure an inclusive, healthy, safe, stimulating and creative environment, the government will:

- implement the conditions needed to offer a stimulating school environment based on best practices and the most successful models
- adopt a regulation governing the implementation of prevention activities and safety measures in schools
- form a new culture-education alliance that extends from educational childcare to adult education
- implement the measures contained in the Policy on Physical Activity, Sport and Recreation, in particular by having children in educational childcare centres and elementary school students engage in physical activity (60 minutes a day for elementary school students)



CHALLENGE 6

QUALITY, FUTURE-READY RESOURCES AND INFRASTRUCTURES

Providing an environment that fosters educational success requires having full access to high-quality, current and user-friendly educational and pedagogical resources. Such resources help school and educational childcare services staff to fully exercise their competencies and ensure their ongoing development for the benefit of children and students. Stimulating, functional, safe and healthy living spaces also enhance interest, motivation, creativity and the desire to learn.

Implementing conditions conducive to educational success also involves ensuring that the physical and architectural environment has effective infrastructures, facilities and equipment adapted to children's and students' needs.

The physical environment in educational childcare centres and schools must include pleasant, welcoming, stimulating and clean living spaces conducive to the achievement of everyone's full potential.

ORIENTATION 6.1

ENSURE ACCESS TO QUALITY EDUCATIONAL AND PEDAGOGICAL RESOURCES AND TECHNOLOGICAL INFRASTRUCTURES AND FOSTER THE OPTIMAL USE OF DIGITAL TECHNOLOGIES

The international community recognizes that it is important for schools to adapt to and enter the digital age.

However, the educational and pedagogical possibilities offered by digital technology can become reality only with unrestricted access to quality resources. The development, sharing (when this is possible) and management of these resources must be carefully considered, especially in light of the burgeoning phenomenon of open educational resources.

This potential cannot be fully realized for children's and students' benefit, however, if technological infrastructures, notably Internet access, are insufficient or inadequate. Access to digital technologies is a matter of equity for communities limited by their geographical location, among other factors.

ORIENTATION 6.2

IMPROVE THE QUALITY OF EQUIPMENT, FACILITIES AND BUILDING INFRASTRUCTURES TO ENSURE EDUCATIONAL SUPPORT AND SUSTAINABLE DEVELOPMENT

The quality and performance of educational childcare services are based not only on the competence of human resources but also on the physical organization of living spaces and the accessibility and safety of buildings, facilities and equipment. Educational success is therefore also a function of the physical and architectural quality of schools, many of which were built decades ago.

The renovation and construction of schools must be planned with a view to enhancing their appearance and making them more welcoming and better adapted to 21st-century realities. To be conducive to educational success, physical and architectural spaces must be endowed with resolutely forward-looking qualities based on imaginative and innovative thinking. These qualities must also

help achieve the Québec government's sustainable development objectives. Classrooms should be well lit, have plenty of clean air at a suitable temperature, be acoustically comfortable and be adapted to students' needs.

For the purposes of efficiency, collaboration and economy of scale, and to ensure optimal access and sharing, decisions concerning building infrastructures, facilities and equipment must be made in conjunction with municipal and cultural organizations, whenever possible.

“THE PERFECT SCHOOL IS... ONE THAT PROMOTES FAIRNESS, OPEN-MINDEDNESS AND DOING ONE’S BEST—A PLACE WHERE THE FACILITIES ARE ORGANIZED IN A WAY THAT HELPS STUDENTS LEARN AND FOCUS. IT’S A HEALTHY ENVIRONMENT WHERE TEACHERS AREN’T THE ONLY ONES WHO ARE RESPONSIBLE FOR TEACHING US.”

(Student, response to online questionnaire)

CHALLENGE 6



QUALITY, FUTURE-READY RESOURCES AND INFRASTRUCTURES

To provide children, students and staff with access to quality, future-ready resources and infrastructures, the government will:

- work closely with municipal and cultural organizations to optimize the use of existing infrastructures
- launch an action plan on school infrastructures
- invest in schools' technological infrastructure to help make Québec a veritable digital society, accessible and focused on knowledge and skills development



THE COMMUNITY

BROAD AREA OF INTERVENTION 3

MOBILIZATION OF PARTNERS AND STAKEHOLDERS IN SUPPORT OF EDUCATIONAL SUCCESS

During the public consultations held in the fall of 2016, the collaboration, mobilization and concerted action of the various stakeholders and partners in education emerged as a shared priority. This is a direct reflection of the fact that education is a social responsibility that requires a shared vision of educational success in order to ensure consistent and complementary actions. Also, educational childcare centres' contribution to educational success was unanimously recognized by all participants.

Every sector of society has high expectations of our educational childcare centres and schools. However, education is a collective effort in which the general public must participate in a way that is commensurate with those expectations. Hence these expectations are legitimate only when those who have them participate actively in the development of educational childcare centres and schools.

Today, educational childcare centres and schools must carry out their missions amid unprecedented change, which is all the more reason why parents and community stakeholders and partners must be mobilized in a spirit of cooperation and accountability. The many existing collaborations and cooperative efforts among ministries and agencies, in particular through agreements for the complementarity of services, contribute significantly to child development and student success. Elected school board officials are at the heart of the effort to foster parental involvement and community support. They act as a lever to mobilize stakeholders and partners and to develop an educational community.

CHALLENGE 7

BETTER SUPPORT FOR PARENTAL ENGAGEMENT

The determining role of parents and other family members in the overall development of children, their educational path and their path to success is another major consensus that emerged from the public consultations. Research has shown that parental involvement and enriched parenting experiences are major determining factors of success. Therefore, it is essential that every effort be made to promote and support parental involvement from their children's earliest years.

Parents and sometimes other members of the immediate family create an environment conducive to learning and provide children with the support they need. It is recognized, for example, that frequent family literacy activities in childhood foster motivation and educational success. Also, parents who improve their literacy and numeracy skills are able to help their children more effectively with school work.



ORIENTATION 7.1

PROMOTE PARENTAL ENGAGEMENT AND SUPPORT THE RELATIONSHIP BETWEEN FAMILY AND EDUCATIONAL SETTING

The quality of communication and the relationship between the family and the educational setting have a significant impact on parental involvement. Relationships between parents, other family members and the educational setting should be based on the understanding and acknowledgement that parents and other family members play an important role in children's education. A reciprocal relationship enhances the parenting experience throughout the child's educational path.

It is important to take into account the fact that the family model has changed in recent decades. For example, the mother is the head of many single-parent families. Her schooling is a determining factor in her children's educational success because she is usually the one who provides educational support in the home. The father's role is also key and, like the mother's role, deserves to be recognized, valued, encouraged and integrated into interventions between the family and the educational setting. The father's role in the family has evolved considerably in recent years.

Educational settings must take families' needs and new realities into account, particularly as regards their structural, cultural and linguistic differences. They must be welcoming and inviting, offering parents and other family members opportunities to become involved and taking their constraints and needs into account. They must remain sensitive to the various obstacles that could prevent parents from becoming involved, such as a difficult work-family balance, a negative view of their own educational path or poor literacy skills.

Providing support and improving parenting skills involve helping parents devote more time to their children and participate in their education. They also involve maintaining a dialogue that fosters a better understanding of their children's development and helps them learn how to stimulate their interest and support their learning, particularly in reading, writing and arithmetic. Finally, with a view to recognizing the importance of education, parents are also called upon to support the various stakeholders in educational settings.

“WHEN WE HAVE A CHILD WHO COMES FROM A DISADVANTAGED ENVIRONMENT, WE ARE ALSO DEALING WITH THE ENTIRE FAMILY. WELCOMING A CHILD MEANS WELCOMING THE FAMILY.”

(Childcare staff member, Montérégie regional consultation, November 14, 2016)

CHALLENGE 7

BETTER SUPPORT FOR PARENTAL ENGAGEMENT

In order to foster parental and family involvement in children's educational success from a very young age, the government will:

- promote parents' engagement in their children's educational success from a very young age
- help parents of kindergarten and Elementary 1 students enhance their parenting experience and develop their parenting skills
- support parents and community representatives who want to become involved in school life, particularly by sitting on governing boards and parent committees
- support Alloprof in its new Alloparents platform aimed at counselling parents in their role as supporters of their children's education

CHALLENGE 8

CONCERTED COMMUNITY SUPPORT

Educational childcare centres and schools alone cannot act on every factor of educational success, which stems from a process involving numerous factors and stakeholders that influence the child's or student's progress. It is important to act on several determining factors at once in a complementary fashion and in a variety of environments, in order to improve the effectiveness of these interventions.

The concerted action and support of community stakeholders, notably community organizations, are prerequisites for success at every level of intervention and at every stage of children's and students' educational paths. They allow for the optimal use of

competencies and resources in different environments and ensure a broader convergence of actions toward educational success. In addition, just as schools need community support, communities, especially smaller and remote communities, draw their vitality from their schools.

Beyond the engagement of the immediate community, the goals of the Policy on Educational Success cannot be achieved without a general mobilization across all social, economic, political and cultural strata. We must act at the local level as well as socially, and in concert.

ORIENTATION 8.1

PROMOTE EDUCATION, SCHOOLS, THE VALUE OF SCHOOL STAFF AND THE ROLE OF EDUCATIONAL CHILDCARE SERVICES

While education is a priority for the Québec government, it must also be a core value of Québec society. The state alone cannot assume full responsibility for it; instead, it must be shared by all Quebecers, as well as by public organizations, institutions and businesses that must take education into consideration in their decision making. Education, educational settings and the people who work there deserve tangible and ongoing recognition.

Promoting education, parental involvement, schools, the value of school staff and the role of educational childcare services is itself a form of active citizenship. It reaffirms the values of equity, universality and accessibility, which, while contributing to the development of the education system, also enable society to achieve its full potential.

ORIENTATION 8.2

STRENGTHEN TIES BETWEEN EDUCATIONAL SETTINGS AND COMMUNITY STAKEHOLDERS

Ties between the educational setting, the family and the community must be strengthened with a view to ensuring engagement, accountability and complementarity. This orientation involves the links between the school setting and community and popular education organizations; cooperation between schools, companies and the business community in fostering educational success, vocational training, practicums and the adaptation of vocational training to labour market needs; cooperation with the health and social services network; cooperation with municipal and cultural organizations with respect to the use of infrastructures, facilities and equipment based on the nature, mission and capabilities of each organization; and interministerial cooperation.

Vocational training in particular requires the participation of employers in updating content and implementing modes of learning in the workplace. It must be attentive to labour market needs and at the same time flexible and diverse in order to satisfy students' initial and continuing training interests and needs.

Quality vocational training must include programs of study that correspond to the competencies sought by employers. The programs must lead to good job prospects and allow students to move from one branch of training to another.

A community is not a homogeneous reality but varies depending on the location of the school. The type and number of community stakeholders also vary based on the socio-economic, demographic, geographical and cultural characteristics of the environment and the people and places it comprises. As much as possible, every community must provide its schools and educational childcare centres with concerted support in the achievement of their mission.

The strength and sustained nature of this support, in particular in the form of actions to promote education and encourage initiative and success, will ultimately ensure that schools and educational childcare centres take their place at the heart of a true “educational community.”

“WE NEED TO BREAK DOWN BARRIERS IN THE EDUCATION SYSTEM;
IT NEEDS TO BE OPENED UP TO PARTNERS AND THE COMMUNITY,
BECAUSE EDUCATION IS A SHARED RESPONSIBILITY.”

(Parent, Outaouais regional consultation, October 24, 2016)

ORIENTATION 8.3

INCREASE THE CONTRIBUTION OF THE EDUCATION SYSTEM TO THE VITALITY OF THE TERRITORY AND THE MAINTENANCE OF SMALL COMMUNITIES

The education system, and the school system in particular, is for the most part decentralized and well established across the province. School boards have a great deal of latitude to take into account the characteristics and needs of the communities under their jurisdiction. As such, small communities often present special challenges on several fronts: social, economic, demographic and cultural.

Schools contribute to the vitality of the territory and the maintenance of small communities. They act as beacons to attract and retain people and families in the communities, and play a central role in putting in place the conditions required to welcome, settle and integrate new populations. They are also a source of creativity and competencies that stimulate entrepreneurship and improve workforce quality in the community.

Regardless of their size, schools are at the heart of their communities, and constitute one of the drivers of their social, economic and cultural vitality. It is mainly at school that young people develop a sense of belonging to their community and an interest in living and working and becoming involved in the community in some way. Maintaining small schools is not only essential for fuelling, maintaining and reinforcing a community's vitality, but also for ensuring equity and equal opportunity for all students in Québec.

CHALLENGE 8

CONCERTED COMMUNITY SUPPORT

To more firmly anchor schools in their community, the government will:

- support community action organizations working with families and in the field of education and regional bodies collaborating on student retention and success in Québec by fostering a complementary relationship between them and schools and educational childcare centres
- open up dialogue with the business community to solicit its involvement beyond adapting vocational training to labour market needs and make companies aware of the importance of educational success
- encourage the promotion and continued presence in schools at the local, regional and provincial levels of models of educational and professional success
- take into consideration local and regional realities when developing and implementing action plans, strategies and measures that affect small schools and land use





POLICY IMPLEMENTATION

The publication of this Policy on Educational Success is not the end of a process but the beginning of a general mobilization toward educational success for all and the creation of the school of tomorrow.

The policy is first and foremost a call to the population as a whole: parents, families, school and educational childcare system staff, schools, adult education centres, vocational training centres, school boards, ministries, researchers, businesses, community organizations (in particular, those involved with the educational childcare and education systems), institutions of higher education, municipalities, sports and recreational organizations, cultural organizations, public figures, etc.

All stakeholders are encouraged to implement or collaborate in projects within their area of responsibility to foster the achievement of policy orientations. The mobilization of all Quebecers is the key condition for the successful implementation of the policy and for achieving its ambitious objectives.

The government will play its role by making education a key priority. The Ministère de l'Éducation et de l'Enseignement supérieur, in collaboration with the Ministère de la Famille, will provide the leadership essential to the implementation of the policy. They will ensure follow-up and establish conditions conducive to achieving the established targets. They will work in collaboration with other ministries and organizations to ensure that, where appropriate, their respective policies, strategies and action plans contribute to the objectives of this policy.

In the coming months and years, the policy's implementation will be punctuated by the implementation of government strategies, action plans and measures based on the priorities identified in the consultations or on new challenges requiring new interventions, all in complementarity with the other government policies currently in effect or in development. The government may adopt a 4- or 5-year cycle to structure these interventions.

GOVERNANCE PRINCIPLES

The implementation of the Policy on Educational Success must be based on governance principles that will provide a framework for the various types of interventions and practices.

Gender equality

Gender equality is enshrined in the Québec *Charter of Human Rights and Freedoms* and in the UN's sustainable development goals. It is key to the development of a rights-based society. Gender-based analysis (GBA), which takes into account children's and students' different realities and needs, makes it possible to adopt a preventive approach by identifying the distinct effects of certain actions on girls and boys and on women and men. GBA helps achieve one of the government's three major sustainable development goals: to ensure social equity in order to allow all women and men to achieve their full potential and to ensure the growth of communities and respect for diversity.

Integrating gender-based analysis into the planning, implementation and evaluation of a policy makes it possible to anticipate problems and make the necessary adjustments to interventions. It also facilitates a better understanding of the effectiveness of actions and services. Taking the social, cultural and economic realities of girls and boys, women and men, and indeed of all groups into account in educational success will help build a more equal society.

Sustainable development

Sustainable development is an important part of our vision of educational success. At the United Nations Sustainable Development Summit in New York in September 2015, member states adopted the 2030 Agenda for Sustainable Development. The Agenda contains a new global objective: to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all in order to help students become responsible, active citizens in a society engaged in sustainable development. This principle also reaffirms the need for structuring actions supported by the engagement and mobilization of all stakeholders and partners in education.

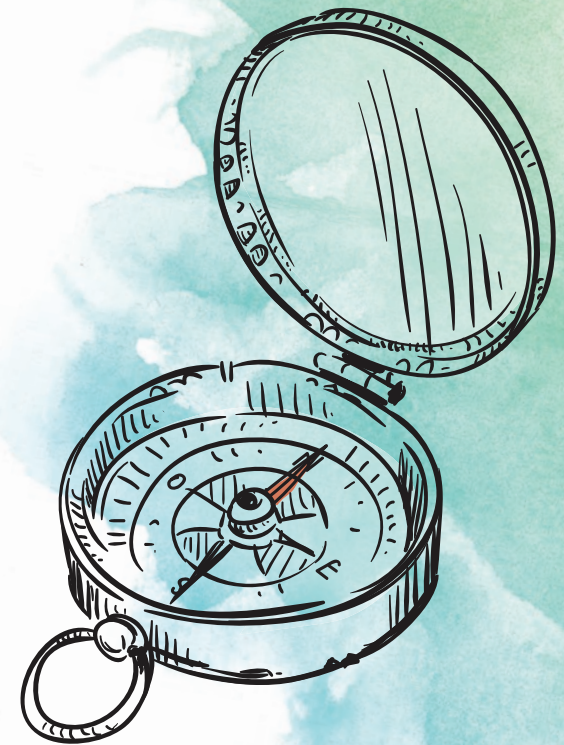
In our vision of educational success, acquiring knowledge, competencies and values and developing civic-mindedness enable children and students to understand the importance of sustainable development and to support it throughout their lives.

Subsidiarity

The principle of subsidiarity involves the decentralization of processes and decision-making. Its aim is to increase the swiftness and effectiveness of an action by entrusting it to the competent body closest to the people directly concerned by the decision or action. Subsidiarity also makes it easier to take local and regional realities into account, define needs and base choices and decisions on the information gathered.

This governance principle must have a positive impact on the quality of educational services and the collaboration of stakeholders and partners in education. Subsidiarity aims at recognizing the competency of stakeholders on the ground, increasing their accountability and facilitating decision-making in children's and students' best interests.

In this respect, school democracy is essential. Elected officials fulfill critical responsibilities, not only by making decisions concerning the use of resources in the best interests of students but also by taking local and regional realities into account and mobilizing stakeholders and partners.



FOLLOW-UP AND EVALUATION

An interministerial committee will be responsible for overseeing the policy's implementation and the various deliverables, and for ensuring compliance with the governance principles mentioned earlier. The interministerial committee will be required to provide the Minister of Education, Recreation and Sports with a report providing information about the progress and implementation of the policy every 5 years. In addition to providing periodic progress reports, the committee will also update strategies, action plans and measures in order to ensure that the policy continues to provide an appropriate response to the needs of children, students and educational settings throughout its duration.

The major objectives set out in Chapter 3 and the expected outcomes will also be rigorously monitored to evaluate the progress made over the years.

These major objectives and expected outcomes will be an integral part of the targets set in the Ministère's strategic plan. The Minister will distribute this to the school boards to facilitate the full implementation of their strategic plans provided for in the *Education Act* and the educational project of each school. The same applies to the Ministère de la Famille with respect to the educational childcare services objectives in its strategic plan.

When deemed appropriate, the strategies and action plans arising from the policy will be accompanied by objectives and indicators, which will also be monitored. This will make it possible to document the policy's implementation and monitor and control outputs and impacts.

More structuring actions will result in evaluations, which will make it possible to identify the factors that help or hinder the policy's implementation and to judge the appropriateness, effectiveness, impacts and efficiency of the actions taken.

At the end of the policy's term, the strategies, action plans and measures will be assessed in order to evaluate the outcomes, identify best practices and foster the transfer of knowledge and experience in the interest of all Quebecers.

CONCLUSION

The Policy on Educational Success is the frame of reference that will guide all action concerning education by the government, educational childcare centres, schools, community organizations and society as a whole until 2030.

Experience has shown that this is enough time for major changes to take place in education and in how we communicate, learn and live together in the 21st century. Right now, young people finishing secondary school are headed toward programs or occupations that did not exist when they started kindergarten or that involve the use of entirely new technologies. To succeed, they will have to master competencies that were unheard of until a few short years ago.

More than ever, the education system needs to renew itself and adapt. The consultations leading up to the policy identified priorities, and the government will act on them. But we must do more. We must continue the social dialogue. We must continue to rely on the passion of those whose actions drive the education system and recognize their true value. The school of 2030 will be built by people with a passion and a bold vision, experts in the school system and other sectors, people who want to make Québec schools the best in the world.

"One child, one teacher, one book and one pen
can change the world."

Malala Yousafzai, at the age of 16, delivering her acceptance speech for the 2014 Nobel Peace Prize at the United Nations on July 12, 2013

APPENDIX

Forms of consultation and the scope of participation

The recent history of education in Québec has been marked by major episodes of province-wide mobilization, the most significant of which were the Royal Commission of Inquiry on Education in the Province of Québec, better known as the Parent Commission, in the early 1960s, and the Estates General on Education in 1995. While the Parent Commission enabled Québec to take giant steps to ensure the accessibility of all levels of education, the Estates General allowed us to take a new direction for success via a major curriculum reform and equal opportunity measures.

Today, at the dawn of a century where major changes are revolutionizing how we communicate, interact, work and learn, it was necessary to once again call upon Québec society to talk about the new challenges and the strategies that will enable schools to successfully meet the challenges of the 21st century. To initiate the dialogue, on September 16, 2016, the Premier of Québec and the Minister of Education, Recreation and Sports launched a major consultation of all Quebecers and stakeholders and partners of education.

To derive all possible benefits from this democratic exercise, the consultation document *Toward a Policy on Educational Success* and other information documents were posted online or distributed to support participants in their reflection and fuel discussion. The public consultations addressed three broad areas of intervention:

- I. All students achieving their full potential
- II. A favourable context for student learning, personal development and success
- III. Mobilization of partners and stakeholders in support of educational success

Each of these broad areas of intervention was accompanied by specific areas deemed to be most relevant based on the main research findings. The specific areas were also accompanied by proposed courses of action to initiate dialogue in several areas.

In order to ensure the participation of as many Quebecers as possible, the public consultations took a number of forms: an online questionnaire, submissions of briefs, regional meetings, a meeting devoted to Indigenous realities and a province-wide meeting. Extensive participation through the various forms of consultation confirmed the fact that Quebecers care about education.

In less than three months, almost 15 000 people and hundreds of organizations participated in the dialogue in one form or another. The consultations were a rich and decisive contribution to the development of the Policy on Educational Success and of the various strategies, action plans and measures through which it will be implemented.

Online consultation

From September 16 to December 1, 2016, the entire population of Québec was invited to answer one of three versions of an online questionnaire. One version was intended for the general public, one for school staff and one for students. Also, everyone was invited to answer the “Minister’s question” by suggesting three priority actions aimed at improving educational success for all students.

General participant profile

The online consultation was extremely successful: 13 890 questionnaires were filled out: 7 090 by school staff, 6 007 by the general public and 793 by students. The Minister’s question on priority actions received 1 092 answers. In terms of the sociodemographic profile, 80% of respondents were women. Women were overrepresented on the questionnaire for the general public and the one for school staff (79% and 82.5%, respectively). The gender gap was smaller among students: 60% of respondents in this category were girls or women.

Characteristics of the general public

In addition to being mostly women, respondents to the questionnaire for the general public also had a specific profile with regard to schooling and family income:

- 87% had a CEGEP or university diploma, certificate or degree
- 79% were either employees or self-employed workers
- 63% had a yearly family income of more than \$60 000

In terms of age, 85% of all respondents in the general public category were between the ages of 20 and 54. Most of them (43%) were between the ages of 35 and 44, followed by 25- to 35-year-olds (21%) and 45- to 54-year-olds (19%).

Most respondents (62%) had at least one child in school, and 30% had at least one child attending an educational childcare centre. From a language standpoint, 87% were francophones.

Characteristics of school staff

The school staff profile was marked by years of experience. Almost two thirds of respondents had more than 10 years’ experience, while the other third had 10 years’ experience or less. They were from a variety of occupations: 71% were teachers, 12% were non-teaching professionals, 6.3% were support staff and 3.2% were administrators. Overall, 90% had a university degree or certificate, and 91.7% were francophones.

Characteristics of students

Of the students who answered the questionnaire, 65.2% were between the ages of 14 and 19, 14% were between the ages of 20 and 24, and 11% were under the age of 14. Most of them (62%) were secondary school students, split relatively evenly between Secondary Cycle One and Secondary Cycle Two (45% and 55%, respectively). Of the student respondents, 8% were in elementary school, 15.4% were in vocational training, and 14.5% were in adult general education. With respect to mother tongue, 88% were francophones, 6.9% were anglophones, and 5% were allophones. Note that 13.2% were Indigenous students.

Submission of briefs

Quebecers were also invited to submit a brief on the Ministère's website to express their opinion or share their knowledge about the different broad areas of intervention proposed in the consultation document. More than 400 briefs were received and analyzed. Two thirds of them (286) were from organizations, associations or researchers; the other third were from ordinary citizens (73), school staff (46) and childcare services staff (11).

Regional and Indigenous consultations

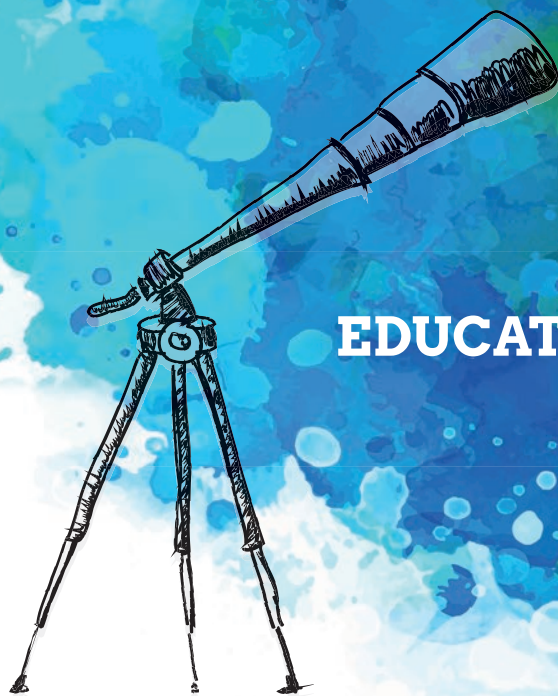
The regional consultations and a consultation on Indigenous realities were held in 16 municipalities in October and November 2016, and most of them took place over an entire day. They allowed more than 1 000 people (810 individuals and 223 representatives of school-based and community organizations) to give their opinion on the various topics of discussion and to participate in workshops with school staff, administrators, parents, ordinary citizens and students. The Minister was present at all of these discussions.

The consultation meeting devoted to educational success among Indigenous students was intended to identify issues specific to the 10 First Nations and the Inuit nation and to define courses of action based on the needs of the different communities and organizations at the table. In all, 25 Indigenous representatives, 5 federal government representatives, 10 guest observers and researchers and some 40 individuals attended.

Province-wide consultation

Opened by the Premier, the province-wide consultation took place in Québec City on December 1 and 2, 2016. Since the mobilization and cooperation of all sectors of society was one of the foundations of the Policy on Educational Success, invitations were also sent to individuals and organizations outside the education system. The objective was to benefit from the input of representatives of every sector with a role to play in the educational success of children and students.

Almost 200 people attended the province-wide consultation, either as participants or observers. Of the some 50 participants, 14 were from the school system, 13 were from the educational childcare services network, 8 were from community organizations, 5 were from unions, 3 were from recreational and sports organizations, 2 were from Indigenous communities and 6 were representatives of higher education, employers and municipal organizations.



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