

ABRIDGED VERSION

**SUPPORT AND SUPERVISION
AT THE SECONDARY LEVEL:
A POSITIVE FORCE THAT BELIES THE MYTHS**

BRIEF TO THE MINISTER OF EDUCATION

January 2004

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English version:

Direction de la production en langue anglaise

Services à la communauté anglophone

Ministère de l'Éducation

Design:

bleu outremer communication/design

Layout:

Idéation

Brief adopted at the 524th meeting
of the Conseil supérieur de l'éducation,
held on November 14, 2003

ISBN: 2-550-41910-3

Legal deposit: Bibliothèque nationale du Québec, 2004

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What types of support and supervision measures should be given priority in secondary schools?

What is the current status of tutoring, mentoring and the home room system?

What are the advantages and disadvantages of each formula, from a pedagogical and organizational point of view?

What conditions are needed to facilitate implementation?

These questions outline the concerns addressed in the letter from the Minister of Education to the Conseil supérieur de l'éducation, asking it to produce a brief on support and supervision at the secondary level. To highlight the need for an in-depth examination of this subject, the Minister mentioned the ongoing implementation of the education reform at the secondary level, and competition between public and private schools. The Minister stated that many parents appear to opt for private secondary schools because they believe they offer a more sustained level of support and supervision. This idea, voiced by people from many different backgrounds on many different occasions, was one of the key ideas pursued by the Conseil in its work to prepare this brief.

A- SUPPORT AND SUPERVISION: A RECURRENT THEME

In its brief, the Conseil reviews some of the ministerial policies and programs that have marked the development of the education system, and demonstrates that the question of support and supervision for secondary school students is a recurrent theme that has implications at the pedagogical, relational, personal, social and material levels. It should come as no surprise, then, that such a broad topic has generated so many different perceptions and that the dissatisfaction expressed is so hard to categorize.

Since the time of the Parent Report, support and supervision measures have come in various formulas, including the home room system, tutoring, team teaching, stable student groups, and learning assistance. Each of the main formulas is primarily intended to support, guide and assist students, not only in their academic progress but also in their personal and social development. Each formula also involves a supervisory component, in the form of rules of conduct and safety measures. The implementation of the current reform, based on closer monitoring of the academic progress of each student, has underlined the importance of high-quality support and supervision to ensure that as many students as possible achieve educational success.

In its examination of this question, the Conseil consulted administrators and student services personnel in both public and private secondary schools. It also surveyed the main beneficiaries of support and supervision, namely students and their parents, who consider this an important topic. The Conseil conducted a far-reaching, questionnaire-based survey of all public and private secondary schools in Québec, in order to draw up as complete a portrait as possible of the support and supervision currently provided for secondary-level students. The whole process was designed to answer the following two questions:

Are current perceptions of support and supervision measures in secondary schools accurate?

How can support and supervision measures be adapted to meet the needs of a diversified, changing clientele?

B- FOCUSING ON SUPPLY AND DEMAND

SUPPORT AND SUPERVISION: SUPPLY

What type of support and supervision is provided in public and private secondary schools in Québec? The survey by the Conseil shows that a wide range of services, whether pedagogical, personal or social in nature, are offered in both the public and private sectors.

The support and supervision measures most commonly found in Québec's secondary schools involve communication with parents, remedial, makeup and upgrade classes, stable student groups and tutoring. There are fewer differences between public and private schools in terms of the services available than is generally believed.

Table A
Pedagogical support measures applied
in secondary schools by sector
and language of instruction

| Pedagogical support measure | Overall** (n=492) | Sector | | Language of instruction* | |
|--|----------------------|-------------------|--------------------|--------------------------|---------------------|
| | | Public (n=379) | Private (n=113) | Anglais (n=108) | Français (n=427) |
| a. Smaller student groups | 56.8 | 56.9 | 56.2 | 47.1 | 60.4 |
| b. Home room system | 47.6 | 43.8 | 61.4 | 53.5 | 46.9 |
| c. One teacher, one group system | 50.6 | 50.8 | 50.2 | 64.7 | 48.1 |
| d. Tutoring | 65.3 | 70.5 | 47.0 | 64.7 | 66.5 |
| e. Stable student groups | 83.7 | 81.2 | 92.6 | 77.9 | 84.5 |
| f. Mentoring, or assistance from peers | 45.9 | 42.7 | 57.5 | 51.1 | 45.1 |
| g. Remedial, makeup and upgrade classes | 94.9 | 96.3 | 89.7 | 86.5 | 97.2 |
| h. Assistance with homework | 59.5 | 59.9 | 58.3 | 73.7 | 56.1 |
| i. Study periods as part of the timetable | 19.6 | 14.5 | 38.0 | 20.3 | 18.6 |
| j. Communication with parents (various forms) | 98.2 | 97.7 | 100.0 | 96.3 | 98.8 |
| k. Small teams of teachers with responsibility for one or more student groups | 47.1 | 47.4 | 46.3 | 52.0 | 45.8 |
| l. Time allocations for teamwork by teachers, in addition to professional development days and professional development activities | 57.3 | 55.6 | 63.3 | 65.2 | 55.8 |

* Dual-language schools (n=43) are included in both language groups.

** The percentages in each column are calculated using the total number of schools in each category (overall=492; public=379; private=113; etc.).

Source: Roy and Richard (2003, p. 12).

With minor variations, the same **pedagogical support measures** are applied in both public and private schools, as shown in Table A. However, the home room system, mentoring and study periods incorporated into the timetable are more popular in private schools, whereas tutoring is more common in public schools. The home room system and mentoring are more popular in English-language schools. Table B shows that beginning in Secondary III, the schools reduce the number of pedagogical support measures they apply, especially in the public school system.

Table B
Pedagogical support measures applied
in secondary schools, by year

| Pedagogical support measure | Year* | | | | |
|--|------------------------|-------------------------|--------------------------|-------------------------|------------------------|
| | Secondary I (n=458) | Secondary II (n=454) | Secondary III (n=422) | Secondary IV (n=385) | Secondary V (n=371) |
| a. Smaller student groups | 51.1 | 47.1 | 42.0 | 37.2 | 34.9 |
| b. Home room system | 44.4 | 35.8 | 27.3 | 21.4 | 18.8 |
| c. One teacher, one group system | 45.3 | 41.1 | 32.7 | 29.0 | 27.7 |
| d. Tutoring | 57.1 | 54.1 | 47.7 | 37.0 | 34.3 |
| e. Stable student groups | 78.5 | 67.4 | 52.1 | 40.5 | 36.2 |
| f. Mentoring, or assistance from peers | 35.1 | 33.1 | 28.9 | 29.2 | 28.3 |
| g. Remedial, makeup and upgrade classes | 88.5 | 85.5 | 79.2 | 71.9 | 68.0 |
| h. Assistance with homework | 56.1 | 48.7 | 37.6 | 28.4 | 26.0 |
| i. Study periods as part of the timetable | 15.5 | 13.9 | 11.7 | 11.4 | 12.2 |
| j. Communication with parents (various forms) | 91.5 | 89.8 | 83.9 | 76.7 | 73.2 |
| k. Small teams of teachers with responsibility for one or more student groups | 42.4 | 37.9 | 30.5 | 24.0 | 21.3 |
| l. Time allocations for teamwork by teachers, in addition to professional development days and professional development activities | 52.0 | 50.5 | 43.6 | 37.8 | 35.3 |

* The percentages should be understood as follows: out of 458 schools offering Secondary I classes, 51.1% used smaller student groups for Secondary I students.

Source: Roy and Richard (2003, p. 14).

The tendency of public schools to reduce the support measures applied from Secondary III on raises a number of questions, and the various groups surveyed offered various explanations for this situation. For example, the difference could stem from an organizational model based on specialization in the second cycle of secondary education, which is emphasized more in the public than in the private sector. Another explanation is that the difference results from the constraints affecting the public system, such as collective agreements, teaching fields, and so on. The relatively constant application of support and supervision through all years of secondary education in private schools is apparently linked to their more homogeneous student population and a tradition inherited from the classical colleges. Since the survey did not allow value judgments to be made concerning the support measures applied, there is a need to look more closely at the questions raised, in order to avoid hasty interpretations and sterile debate. The type of support that allows students to move smoothly from elementary to secondary education is clearly not the same as the

support provided to prepare them for higher education. The situation requires further study to ensure that students in both public and private schools receive the support they need.

Overall, the principals of public schools relied on cooperation from their staff to implement the pedagogical support measures. In private schools, the support measures were more likely to be an administrative responsibility.

Concerning **personal and social support measures**, schools have resources to deal with problem situations and to offer various complementary educational services and extracurricular activities. According to the observations made, public schools are more likely than private schools to have the resources needed to offer a range of services.

No significant difference was noted between private and public schools, or French and English schools, concerning the resources needed to offer the following services: academic and career guidance, and associative and extracurricular activities. On the other hand, in the areas of psychology, psychoeducation and special education; academic assistance, spiritual care and guidance and community involvement; health services; and social services, several significant differences were observed. For these four areas, resources were less likely to be available in private schools.

Support and supervision measures also include a component of supervision, generally known as “discipline,” which is the aspect the general public and even parents usually associate with the idea of support and supervision. The survey conducted by the Conseil shows that most public and private schools have rules of conduct and safety measures approved by their governing boards, as shown in Table C.

Table C
Existence of rules of conduct and safety measures approved by the governing board or board of directors, for all schools and by school sector and size

| Category | Percentage of schools* |
|---|------------------------|
| All schools (n=492) | 95.3 |
| Public schools (n=379) | 96.6 |
| Private schools (n=113) | 90.6 |
| Schools with under 500 students (n=219) | 93.0 |
| Schools with 500 to 999 students (n=148) | 95.2 |
| Schools with 1 000 to 1 499 students (n=79) | 100.0 |
| Schools with over 1 500 students (n=46) | 100.0 |

* The percentage is based on the total number of schools in each category (all schools=492; public=379; private=113; etc.).

Source: Roy and Richard (2003, p. 47).

In short, the popular perception derived from the era of comprehensive schools no longer corresponds to reality. The policies and programs implemented successively since 1980 have made a range of diversified measures available for students. Do these measures, though, match the expectations of parents and the needs of students?

SUPPORT AND SUPERVISION: DEMAND

The expectations and needs expressed by parents and students with regard to support and supervision are similar in both the public and private sectors. In general, the **parents** surveyed were primarily looking for a school that would allow their children to develop their talents and skills. They hoped that the school would offer a healthy, safe environment with rules that encouraged discipline and good citizenship, and that educational activities would be provided outside the classroom to foster a sense of belonging. They also expected pedagogical support measures to be available as needed to support academic progress, such as remedial classes, Saturday classes, study periods, assistance with homework, and motivation-building activities.

Parents have shown a growing interest in schools that offer specialized programs: international education, languages and communication, sports, etc. As key players in the system, they also expect the educational project of the school to contain institutional values that provide structure. They want the school to listen to them, and would like to be able to support their children throughout their school careers.

The **students** surveyed outlined what they considered to be ideal support measures, which were mainly those that gave them access to a wide range of resources and activities. The students also placed great importance on their relationship with school staff. Whether in the classroom, on school trips or during extracurricular activities, they appreciated the presence and commitment of staff members. Their ability to maintain personal relationships with these adults on a daily basis seemed to be a determining factor in whether or not they made a commitment to school life, took an interest in their studies, or developed a sense of belonging.

Other aspects of support and supervision appear to be especially important for students, such as the resources to which they have access at the school. The students are aware that if they encounter difficulties, they can consult specialists in various fields to obtain the specific assistance they need. The students also consider that rules are necessary to provide a harmonious environment, and believe that a code of conduct governing behaviour at school should be established, although the code should also be applied in a flexible manner. The students would like the adults responsible for supervision to adopt a receptive, rather than a coercive, role. Once again, they emphasized the importance of personalized contact. In short, the students surveyed considered that the interest and receptiveness of their teachers and of the other members of the school staff were key elements in providing a strong level of support.

In conclusion, it is important to note that the survey conducted by the Conseil with respect to the supply and demand of support and supervision in secondary schools has raised several questions that require interpretation. A qualitative study would provide more documentary evidence for the debate and illuminate the factors that influence student success rates, such as school size, student mobility, the relationship between students and the school team, and student maturity. Such a study should pay particular attention to the support needs of students in the second cycle of secondary education.

C- ADAPTING SUPPORT AND SUPERVISION TO THE NEEDS OF STUDENTS

The Conseil has made various suggestions concerning ways to ensure that support and supervision measures meet the needs of students in all schools.

ADOPTING A GLOBAL VIEW OF SUPPORT AND SUPERVISION

In light of the observations made concerning supply and demand, it is clear that the question of support and supervision has repercussions for a large number of academic and extracurricular activities. Each school must therefore adopt a global view of the services it provides to support, guide and assist its students while ensuring safety and discipline within the school. Each school team must be responsible for choosing the measures it considers the most appropriate in its specific context.

The Conseil has defined an approach that sets guidelines for schools as they plan their support and supervision. The approach involves

- considering support and supervision from a triple viewpoint: pedagogical, personal and social
- establishing a relationship between support and supervision and the school's educational project, to ensure that the services reflect the same values, principles and orientations and that they help the school to pursue its mission to provide students with instruction, social skills and qualifications
- reaffirming the primary role played by the teaching staff in providing support and supervision, without neglecting or reducing the contribution made by other players and school partners

To combat some of the myths connected with support and supervision at the secondary level, each school should ensure that the community it serves is made aware of the support measures it has chosen to implement. Let us now consider the conditions that need to be established to ensure the effectiveness of the measures applied.

CREATING FAVOURABLE CONDITIONS

The conditions that must be created in order to adopt a global, integrated view of support and supervision include focusing on the principles of the reform, mobilizing all school players, and taking joint action to adapt support and supervision on an ongoing basis to the life of the school.

- **FOCUSING ON THE PRINCIPLES OF THE REFORM**

Reviewing support and supervision

The implementation of the reform requires each school to apply pedagogical, social and personal support measures that promote the educational success of each student. Thanks to decentralization, the increased flexibility of large-scale structures and a new awareness of the community, schools play a key role with respect to decisions concerning their students. From a pedagogical point of view, the official policies and guides set the guidelines for a review of support measures that takes into account the interests of the students and their individual style and pace of learning.

Adopting a new organizational framework

The introduction of learning cycles as part of the reform has had a major impact on support and supervision, and this organizational framework is the subject of ongoing debate. It seems reasonable to believe that there will be major differences between the two learning cycles of secondary education, and that support and supervision will be based on the overall goals pursued, rather than on the relative advantage of each measure. This poses a major challenge that will require a far-reaching change in practices and, in particular, the development of a more collegial approach among the teaching staff.

Defining new roles

The key players in the school system will be required to play new roles. School principals will exercise their leadership by encouraging teachers and nonteaching professional staff members to establish cycle teams and work together to determine the pedagogical, personal and social support measures that will be available to the students. All the players, under the leadership of the principal, will have to advance methodically on several fronts at the same time to respond to the many different challenges of the reform, including support and supervision.

As part of the change process, the players in the field will be able to rely on research and experimentation:

“The Conseil considers that research activities will give teachers an opportunity to test their ability to innovate and to solve problems at the local level. The MEQ will have an opportunity to demonstrate the legitimacy of the orientations and pedagogical methods it has selected, and the university community will be able to play an active role in reconstructing the identity of the school administrative and teaching staff.”¹

- **MOBILIZING ALL SCHOOL PLAYERS**

Focus on teachers

A consensus between all players in the school system is an essential component in the harmonization of support and supervision. However, since the publication of the policy statement, *Auxiliary Services for Pupils*, the question of support and supervision has mainly been an issue for nonteaching staff. The focus now is on following each student by providing high-quality pedagogical, and also personal and social, support and supervision. The new objectives set for support and supervision inevitably assign a crucial role to teaching staff. All the participants in the survey stressed the importance of teaching staff in the support and supervision process. Teachers are responsible for assisting students, helping them take responsibility for themselves, and communicating with the parents of the students in their charge. New recognition for the vital role played by teachers and their key responsibilities must be backed up by ongoing, concrete support from principals and other school staff members.

Parents and students

Parents must be consulted and informed about their child’s progress at school and the objectives of support and supervision measures. Since the school’s educational project targets success for all students, it is important for parents to understand the meaning of the reform and the pedagogical actions that will affect their children’s academic progress if they are to support this new way of doing things. Besides the primary role they play in the education of their children, parents must be encouraged to contribute

1. Québec. Conseil supérieur de l’éducation (2003). *Taking Ownership of the Reform: The Challenge for Secondary Schools*. Abridged version. Sainte-Foy: Conseil supérieur de l’éducation, p. 19.

to the school's educational project by becoming involved in representational organizations such as the governing board.

Participation by students is also an essential condition for high-quality support and supervision. Students must make a personal commitment to their school careers; they must be encouraged to develop a sense of belonging to the school, and must be shown how to act independently as they will be required to do at the college or university level. Student participation can take several forms: a student council, radio station, newspaper, etc.

The community

Schools do not have an exclusive responsibility for providing students with support. Instead, support should be considered from a multisectoral viewpoint, and should involve all the school's partners in the surrounding community. The partners include, in particular, municipal authorities, health and social services providers, business people, and community groups, and they can offer students a range of possibilities for personal development, such as the activities organized by sports, cultural and scientific groups.

- **TAKING JOINT ACTION TO ADAPT SUPPORT AND SUPERVISION
ON AN ONGOING BASIS TO THE LIFE OF THE SCHOOL**

Defining support and supervision needs

Basically, defining support and supervision needs involves taking the necessary steps to get to know the students better in order to provide services that match their age and developmental characteristics. This means taking into account the characteristics of each level and cycle, conducting a strict analysis of support and supervision needs, and acting in an enlightened, preventive way. Special emphasis must be placed on all students who face difficulties. The question of support and supervision also involves the physical environment. The students should be allowed to express their point of view concerning the physical layout of the school, which should be a welcoming, human environment that students can be taught to respect.

Clarifying support and supervision needs in individual schools

Support and supervision vary from school to school, depending on the characteristics of the student body, the resources available and the flexibility with which the school applies the standards of the Basic school regulation and the rules of the collective agreement. As a result, training should be provided for the members of school governing boards. The training could include information sessions on the definition of support and supervision and the various models applied in Québec schools. With this training, the members of the governing board will be better prepared to relay information to the groups they represent and to help express the need for support and supervision in the schools concerned.

Making support and supervision part of the educational project and success plan

When drafting their educational projects and success plans, schools can highlight the role played by support and supervision in the achievement of their triple mission: to provide students with instruction, social skills and qualifications. This allows the principal, the school team and the governing board to clearly determine the values that should be promoted in terms of support and supervision, set objectives, and report publicly on the choices made by the schools, the measures implemented and the benefits enjoyed by students, parents and the community. Once the process has been completed, all the players must undertake to update the definition of support and supervision on an ongoing basis to reflect changes in student needs, new developments in the field, and the resources available in the school and in the community.

GUIDELINES

To make it easier to create the favourable conditions outlined above, the Conseil has defined three guidelines.

FIRST GUIDELINE

Adopt a global vision of support and supervision as part of an integrated approach to local activities for taking ownership of the education reform

The adaptation of support and supervision to the needs of students is not an additional task separate from all the other actions undertaken as part of the reform. By using an integrated approach that takes into account the need to assess and report the results obtained in the area of support and

supervision, schools can gain a major advantage. The orientations of the reform can, in themselves, help improve the quality of support and supervision, especially by promoting participatory management to coordinate joint actions.

SECOND GUIDELINE

Promote local choices concerning the most appropriate support and supervision measures to apply, and facilitate their implementation in individual schools

There are no “generalizable” strategies or support measures. They must be based on the values, needs and characteristics of each school, although individual schools can, depending on their needs, seek inspiration from the approaches and most promising methods applied in other public and private schools. This guideline presupposes more flexibility in current structures, and increased support for the development of student services in Québec’s secondary schools.

THIRD GUIDELINE

Clarify the roles and responsibilities of all players in providing support and supervision at the secondary level

The role played by teachers in providing support and supervision must be reaffirmed, and more collaboration must be encouraged between the various players within each school. Students and their needs must be the focus of the services offered by the school. New emphasis should be put on student life services in order to support the work of teachers and other educators in the school, to add a new dynamic to the students’ school life, and to coordinate all dimensions of support and supervision activities.

On the basis of these three guidelines, the Conseil makes the following recommendations to the Minister of Education and to various other stakeholders in the education system to highlight the actions they can take to promote a flexible approach to support and supervision adapted to the needs of students.

D- RECOMMENDATIONS

Considering the need to provide pedagogical, personal and social support and supervision that are adapted to the needs of students, up to the end of secondary school

Considering that the nature of the support and supervision currently provided in secondary schools is misunderstood, and more specifically that

- a negative perception has been nurtured and persists within the general population based on the comprehensive schools of the 1970s, especially concerning school atmosphere, support and supervision and the monitoring of student progress
- parents, students and the general population generally have little information about support and supervision in public secondary schools, and about the new approaches developed since the publication of the policy statement, *Auxiliary Services for Pupils*²
- there is confusion surrounding the issue and the expectations expressed with respect to support and supervision in both the public and private sectors

Considering the characteristics and constraints of the education system, and the orientations of the reform under way, and more specifically,

- the new synergy between the school's success plan (which gives details on support and supervision), its educational project and the school board's strategic plan
- the need to review support and supervision in light of the reform, since students will work within learning cycles, under the responsibility of cycle teams
- the need to make tools available to schools to analyze and monitor support measures, such as those designed for use as part of the New Approaches, New Solutions program
- the importance of all the components (culture, sports, science, etc.) of student life services in secondary schools
- the constraints introduced by the accountant's logic of the Basic school regulation and by the rigid nature of some aspects of the teachers' collective agreement
- the need for school boards to take into consideration in their planning process the impact of a range of learning paths and programs on the atmosphere within each school and solidarity between students

2. Québec. Ministère de l'Éducation (1982). *Auxiliary Services for Pupils: A Policy Statement*. Consultation document. Québec: Ministère de l'Éducation, Division des services personnels et complémentaires aux élèves.

Considering that the survey conducted by the Conseil to clarify the supply and demand dynamic for support and supervision in secondary schools has shed light on phenomena that require more interpretation, such as

- the support and supervision needs of students in Cycle Two of secondary education
- the need to provide more documentation on the support and supervision issue and the factors that influence educational success (school size, student mobility, the student/school team relationship, student maturity, etc.)

the Conseil recommends

that the Minister of Education

1. revise those aspects of the Basic school regulation that limit the choices schools can make concerning the local application of pedagogical support measures for students

The 1981 Basic school regulation had a major impact on the way schools are organized and the way school time is allocated. It led to an accountant's form of logic that continues to define daily activities within secondary schools: 180 school days, the allocation of a specified number of credits for each subject, the transfer of the number of credits/subjects to the timetable, etc. The Conseil considers that the regulatory framework should promote as much flexibility as possible in the way support and supervision measures are implemented.

2. provide more funding for the development of student life services in secondary schools

New emphasis should be put on student life services in order to support the work of teachers and others educators and ensure that support and supervision activities are coordinated in all their dimensions. In this connection, each school should appoint a student life team leader, or assign responsibility for this function to several staff members.

3. support research projects to clarify support and supervision needs in terms of student maturity and student autonomy

The survey of secondary schools has shown that the pedagogical support measures applied in public and private schools are similar at

the Secondary I and Secondary II levels. Beginning in Secondary III, schools tend to offer fewer support measures, especially in the public sector. Since the survey did not allow value judgments to be made concerning the support measures applied, there is a need to look more closely at the questions raised, in order to avoid hasty interpretations and sterile debate.

that the Minister of Education, the employers' associations and the unions

4. negotiate changes to the collective agreements to introduce more variety into the support and supervision measures used to meet the varied and changing needs of secondary school students

The decision to introduce the notion of teaching fields into the collective agreement for teachers has, since 1975, influenced the question of support and supervision by giving more weight to individual subjects. At the secondary level, each teacher falls into one of the thirteen teaching fields that contains his or her teaching subject.

Approaches such as the home room system or the establishment of stable student groups or small teams of teachers providing instruction in several subjects often run counter to the organization system used in secondary schools, which is based on specialization. It would be more appropriate for the teachers' collective agreement to facilitate a range of local support and supervision measures.

that Québec-wide organizations representing parents of students at public and private schools

5. take the necessary steps to inform parents of the support and supervision measures available at the secondary level in order to encourage parents in each school to clarify their needs and expectations.

The term "support and supervision" covers a wide range of activities and, over the years, has generated many different perceptions that do not reflect reality. When calls are made by the general public, or by parents, to improve support and supervision, they have difficulty defining their expectations. It is clear that support measures vary from school to school and depend on the characteristics of the student body, the resources available and the flexibility with which the school applies the standards of the Basic school regulation and the rules of

the teachers' collective agreement. Parents must be informed about the support and supervision available, the new possibilities introduced by the reform and the constraints affecting individual schools.

that the governing boards of public secondary schools and the boards of directors of private secondary schools

6. make parents and the community served by the school aware of the support and supervision available in their school

By their very nature, pedagogical, personal and social support measures are connected with the educational project and success plan of each school. Through these two instruments, the school can easily highlight the contribution made by support and supervision in the achievement of its triple mission: to provide students with instruction, social skills and qualifications. This allows the principal, school team and governing board to report publicly on the choices made by the schools, the measures implemented and the benefits enjoyed by students, parents and the community.

7. help clarify the respective duties and responsibilities of parents, students and other stakeholders with regard to support and supervision

The mobilization of all the stakeholders—students, teachers and nonteaching staff, principals, parents and the community—depends on each knowing what role to play with respect to support and supervision. Although there is clearly a need to reaffirm the responsibility of the teachers, it is also important to clarify the functions of the other players and emphasize greater collaboration between them in the life of the school. In this way, all the stakeholders can come to an agreement on an ongoing approach to highlight the varied and changing needs of the student body and encourage expression of the need for student support and supervision.

8. seek a commitment from parents to enter into a dialogue with the school team concerning the support and supervision measures most likely to meet the needs of their children

The Conseil stresses the need to provide standardized training for the members of school governing boards. The training could take advantage of the Conseil's work on the subject and might include information sessions on the definition of support and supervision

and the various models applied in Québec schools. It could be useful to clarify what is meant by “pedagogical, personal and social support,” and to define various approaches such as tutoring, the home room system and mentoring. With this training, the members of the governing board would be better prepared to relay information to the groups they represent and to help express the need for support and supervision in the schools concerned.

that the principals of public and private secondary schools

9. adjust their pedagogical, personal and social support measures to match their students' need for autonomy, from the beginning to the end of secondary education

Transitions are particularly significant. The type of support designed to allow students to move smoothly from elementary to secondary education is clearly not the same as the support provided to prepare them for higher education.

10. ensure that the question of support and supervision becomes part of their integrated view of in-school educational activities, and of activities for taking ownership of the reform currently under way in the secondary school system

The area of support and supervision, whether pedagogical, personal or social, is not an additional task separate from all the other actions undertaken as part of the reform. Support and supervision measures are no longer a series of disconnected activities with only a tenuous association with the other aspects of school life. From now on, they will become an integral part of the educational project and success plan of each school.

that the members of school teams in public and private schools

11. make a personal investment in support and supervision measures, both pedagogical and personal and social, and become involved as a group in the daily exercise of support responsibilities, taking into account the initiatives taken by the students

Since the publication of the policy statement, Auxiliary Services for Pupils, the question of support and supervision has mainly been an issue for nonteaching staff. However, success-oriented support and supervision cannot exist without the active involvement of the

teaching staff. Teachers remain the key link for all interventions with students. All the people surveyed, and especially the students, underlined the crucial role played by teachers in the support activities available in secondary schools.

that school boards

12. take the question of support and supervision into account when allocating services to the population in their territory

The educational project of each school is based on an analysis of its situation in terms of students' needs, success issues and the characteristics and expectations of the community served by the school. Since the school board's strategic plan is mainly based on the educational projects of the schools in its territory, it must allocate resources and buildings to reflect the types of support and supervision adopted by the governing boards of its schools.

that universities

13. continue to conduct research on the links between the support and supervision provided to students and educational success, and participate in the experimental implementation of support and supervision as part of the reform.

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Published by the Conseil supérieur de l'éducation
1175, avenue Lavigerie, bureau 180
Sainte-Foy (Québec) G1V 5B2
Phone: (418) 643-3850
<http://www.cse.gouv.qc.ca>