



TOOLKIT REFERENCE AND FACILITATOR'S GUIDE

# TOWARD A SCHOOL ENRICHED BY ALL ITS STUDENTS

In collaboration with:



# CREDITS

This reference and facilitator's guide for the toolkit "*Toward a School Enriched by All Its Students*" is one of the transfer tools accompanying the Brief prepared by the Conseil supérieur de l'éducation (CSE), titled "*Pour une école riche de tous ses élèves : S'adapter à la diversité des élèves, de la maternelle à la 5<sup>e</sup> année du secondaire*" (Toward a School Enriched by All Its Students: Adapting to Student Diversity, From Kindergarten to Secondary 5). This guide was written by the Centre de transfert pour la réussite éducative du Québec (CTREQ), in collaboration with the Conseil supérieur de l'éducation. A number of teachers and school administrators contributed to the discussions.

## Partners

Centre de transfert pour la réussite éducative du Québec  
Conseil supérieur de l'éducation

## Production committee

### Lucie Bouchard

Secretary General, Conseil supérieur de l'éducation

### Catherine Lebossé

Coordinator of the Commission on Secondary Education, Conseil supérieur de l'éducation

### Geneviève Moreau

Innovation and knowledge transfer advisor, CTREQ

The Conseil supérieur de l'éducation and the CTREQ would like to thank Jean-Sébastien Desrosiers (Commission scolaire de Laval), Manon Roy (Commission scolaire des Trois-Lacs) and Sophie Bouchard (Commission scolaire René-Lévesque) for their collaboration in carrying out this project.

## Translation

Eve Krakow

## Design and layout

Viva Design

### HOW TO CITE THIS GUIDE:

Conseil supérieur de l'éducation (2018). "*Toward a School Enriched by All Its Students*" Toolkit: Reference and Facilitator's Guide, In Collaboration with CTREQ, Québec, Le Conseil, 31 p.

### HOW TO CITE THE OTHER TOOLKIT MATERIALS:

Conseil supérieur de l'éducation (2018). "*Toward a School Enriched by All Its Students*" Toolkit: Video Presentation. In Collaboration with CTREQ, Québec, Le Conseil.

Conseil supérieur de l'éducation (2018). "*Toward a School Enriched by All Its Students*" Toolkit: Participant's Booklet, In Collaboration with CTREQ, Québec, Le Conseil, 4 p.

Conseil supérieur de l'éducation (2018). "*Toward a School Enriched by All Its Students*" Toolkit: Placemat, In Collaboration with CTREQ, Québec, Le Conseil

© Gouvernement du Québec, 2019

Legal deposit: 2019 (3<sup>rd</sup> quarter)

Bibliothèque et Archives nationales du Québec

Library and Archives Canada

ISBN : 978-2-550-84425-9

Reproduction permitted for educational purposes, with mention of the source.

# TABLE OF CONTENTS

|  |           |
|--|-----------|
| <b>INTRODUCTION</b> .....  | <b>5</b>  |
| <b>PRESENTATION OF THE PROCESS</b> .....                                 | <b>6</b>  |
| Reference documents: Brief, Summary and Case Studies .....               | <b>6</b>  |
| Toolkit: <i>Toward a School Enriched by All Its Students</i> .....       | <b>7</b>  |
| Steps to follow .....  | <b>8</b>  |
| <b>REFLECTION WORKSHOPS</b> .....  | <b>11</b> |
| Workshop 1: Review of the participant's booklet: Moving forward .....    | <b>12</b> |
| Workshop 2: Inspirational examples that illustrate the guidelines .....  | <b>13</b> |
| Workshop 3: A pseudonym for my school .....                              | <b>14</b> |
| Workshop 4: Favourable and unfavourable conditions .....                 | <b>15</b> |
| Workshop 5: A portrait of my school community .....                      | <b>16</b> |
| Workshop 6: Collective solutions .....                                   | <b>17</b> |
| <b>CONCLUSION</b> .....  | <b>18</b> |
| <b>REPRODUCIBLES:</b> .....  | <b>19</b> |
| Worksheet 1: Review of the participant's booklet: Moving forward .....   | <b>20</b> |
| Worksheet 2: Inspirational examples that illustrate the guidelines ..... | <b>21</b> |
| Worksheet 3: A pseudonym for my school .....                             | <b>25</b> |
| Worksheet 4: Favourable and unfavourable conditions .....                | <b>26</b> |
| Worksheet 5: A portrait of my school community .....                     | <b>27</b> |
| Worksheet 6: Collective solutions .....                                  | <b>31</b> |





# INTRODUCTION

Over the last few years, diversity in schools has grown and has been producing increasingly complex learning situations. It has therefore become essential to reflect on practices that can be put in place to overcome the challenges encountered, while striving to develop each student's full potential. In developing the Brief "*Pour une école riche de tous ses élèves : S'adapter à la diversité des élèves, de la maternelle à la 5<sup>e</sup> année du secondaire*" (Conseil supérieur de l'éducation, 2017)<sup>1</sup>, the Conseil hoped to offer guidance to answer the question of "how to" at the classroom and school levels, where practices are closest to the student.

The toolkit "Toward a School Enriched by All Its Students" (which includes this guide) aims to support school teams that wish to pursue a reflection on what actions to take to move toward a more inclusive model of education. The tools in this kit are intended to help teams make the transition from theory to practice. They are largely based on the recommendations put forth by the Conseil supérieur de l'éducation in the Brief mentioned above.

This toolkit consists of:

- a video presentation and a companion participant's booklet, as well as a placemat that sums up the Brief's main content in an easy-to-consult format;
- this guide, which explains how to use the toolkit and proposes a series of workshops to help guide the school team's reflection and engage its members.

Getting the school system to support and commit to inclusive education is part of a larger project to build a more inclusive society. Made up of more than just a few isolated initiatives, this movement stems from a collective responsibility. The entire school system is called on to participate, and each person is invited to do his or her part.

This toolkit therefore seeks to facilitate discussion within school teams on how to adapt their practices to student diversity, with a view to success for all. It also invites educators to use their influence by sharing their desire to see the aims of inclusive education take concrete shape in their school. By contributing to the actions being carried out within their own organization, each individual can help build a more inclusive society.

<sup>1</sup> An English Summary of the Brief is available under the title, "Toward a School Enriched by All Its Students: Adapting to Student Diversity, From Kindergarten to Secondary 5."



# PRESENTATION OF THE PROCESS

The toolkit was designed for school communities and aims to support them in the implementation of the recommendations put forth in the Brief. Such a shift requires time to assimilate the materials, rigorous planning, and a shared will to adapt to student diversity.

It is important to read this reference and facilitator's guide carefully so as to make the most appropriate and effective use of the toolkit.

## 1 REFERENCE DOCUMENTS: BRIEF, SUMMARY AND CASE STUDIES

The material presented in this toolkit is based on the recent work carried out by the Conseil supérieur de l'éducation on inclusive education. This work has led to three publications: a Brief, its Summary, and a document presenting the case studies of inspirational schools.

Each brief prepared by the Conseil explores a given theme, with a goal to providing an overview of the situation, identifying issues and challenges, and formulating recommendations. To prepare its briefs, the Conseil supérieur de l'éducation relies on three types of knowledge: scholarly knowledge (scientific literature, consultations with experts, statistical data), experiential knowledge (consultations with school actors from Québec and elsewhere), and democratic deliberations within the Conseil and its bodies.

The Brief, its Summary, and the companion document "Étude de cas: des écoles inspirantes qui s'adaptent à la diversité" (Case studies: Inspirational schools that are adapting to student diversity) are available for download on the website of the Conseil: [www.cse.gouv.qc.ca](http://www.cse.gouv.qc.ca). (Please note that only the Summary is available in English.) A print copy of the Brief can be obtained by writing to: [conseil@cse.gouv.qc.ca](mailto:conseil@cse.gouv.qc.ca).

### TO CITE THESE DOCUMENTS

Conseil supérieur de l'éducation (2017). *"Pour une école riche de tous ses élèves : s'adapter à la diversité des élèves, de la maternelle à la 5<sup>e</sup> année du secondaire"*, Québec, Le Conseil, 155 p., <http://www.cse.gouv.qc.ca/fichiers/documents/publications/Avis/50-0500.pdf>.

Conseil supérieur de l'éducation (2017). *"Toward a School Enriched by All Its Students: Adapting to Student Diversity, From Kindergarten to Secondary 5": Summary*, Québec, Le Conseil, 13 p.

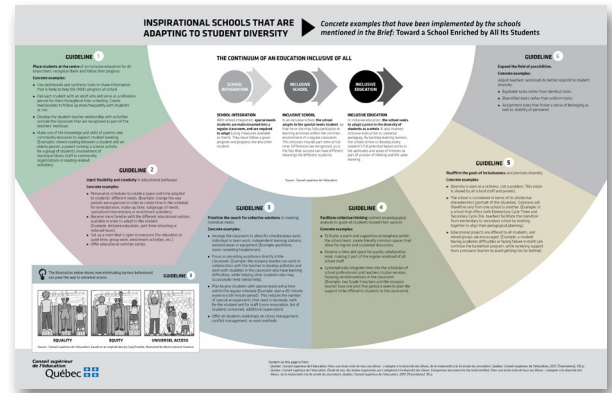
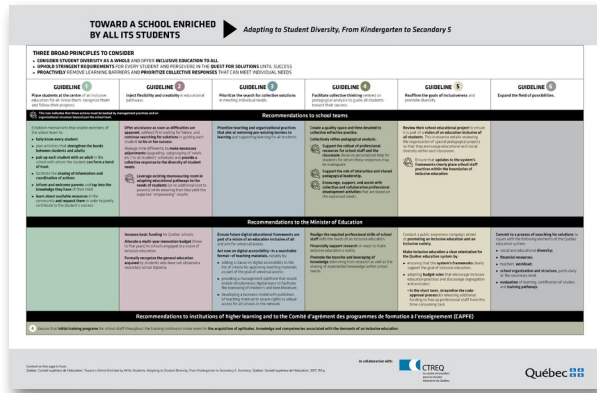
Conseil supérieur de l'éducation (2017). *Étude de cas : des écoles inspirantes qui s'adaptent à la diversité des élèves*, Document complémentaire de l'avis du Conseil intitulé *"Pour une école riche de tous ses élèves : s'adapter à la diversité des élèves, de la maternelle à la 5<sup>e</sup> année du secondaire"*, Québec, Le Conseil, 93 p.



## 2 TOOLKIT: TOWARD A SCHOOL ENRICHED BY ALL ITS STUDENTS

The toolkit consists of the following elements:

- This guide, which explains how to use the toolkit. It also contains six workshops to support the process of engaging school teams, as well as related reproducibles. This guide is intended for the school administration and the working committee mandated to support the school team. Its goal is to facilitate implementation of the process.
- A video presentation, which introduces the main points of the Brief. It is accompanied by a participant’s booklet that can be used to carry out the reflection and development activities proposed during the video.
- A placemat, which summarizes the Brief’s key principles, guidelines and recommendations. It also provides a few examples of practices that support inclusive education



Given the scope of the mobilization process and the complexity of the challenge at hand, this toolkit alone will not be sufficient to lead the school team to adopt inclusive education practices. We hope, however, that the tools proposed will serve as a foundation for reflection and, where appropriate, help teams move to action.

### HOW TO CITE THIS GUIDE:

Conseil supérieur de l'éducation (2018). *"Toward a School Enriched by All Its Students" Toolkit: Reference and Facilitator's Guide*, In Collaboration with CTREQ, Québec, Le Conseil, 31 p.

### HOW TO CITE THE OTHER TOOLKIT MATERIALS:

Conseil supérieur de l'éducation (2018). *"Toward a School Enriched by All Its Students" Toolkit: Video Presentation*, In Collaboration with CTREQ, Québec, Le Conseil.

Conseil supérieur de l'éducation (2018). *"Toward a School Enriched by All Its Students" Toolkit: Participant's Booklet*, In Collaboration with CTREQ, Québec, Le Conseil, 4 p.

Conseil supérieur de l'éducation (2018). *"Toward a School Enriched by All Its Students" Toolkit: Placemat*, In Collaboration with CTREQ, Québec, Le Conseil.

### 3 STEPS TO FOLLOW

Several steps are suggested to support the school team's reflection and mobilization. It may be useful to first provide school team members with some background.

#### Background

Over the last few decades, there's been a marked growth in the diversity of students. The heterogeneity of individual characteristics is producing increasingly complex situations in classrooms and schools. While some students have special needs because of handicaps, social maladjustments or learning disabilities, others demonstrate exceptional abilities, are less familiar with the language of instruction, or are further away from the common culture. In this context, the current intervention model of providing individualized help makes it very difficult for school staff to meet the learning needs of all students.

While additional financial and human resources are essential, this alone will not be sufficient to address the challenges at hand. In the face of this diversity and growing complexity, we must also revisit our practices. In its Brief, the Conseil proposes the concept of inclusive education as a promising avenue to tackle these challenges.

Before looking at what is happening in the school and the actions to take to adapt to student diversity, it's important to ensure a common understanding of inclusive education. That's why the mobilization process we propose begins with a presentation of the concepts, approaches, issues and challenges, as well as courses of action related to inclusive education. Although a bit abstract, this presentation is necessary to support the transition from theory to action. All members of the school team will then be invited to share their observations, experiences, thoughts and potential solutions according to the reality of their own school.

Each team member's involvement is important and all points of view are relevant, because it is this multiple perspective that will provide a comprehensive portrait of each school's unique situation. Collective expertise is built on the competencies of each individual. One step at a time, schools can make the changes required to adapt to student diversity, with a goal of success for everyone.

Now it's time to take that first step, which is to set up a working committee that will lead the reflection and mobilization process toward inclusive education.



#### Step 1: Set up a working committee

The first step is to create a working committee (or entrust this mandate to an existing committee) made up of volunteers who are interested in adapting the school to student diversity and in the approaches that foster inclusive education. Given the importance of pedagogical leadership, the school administration should play a central role within this committee. The administration does not have to coordinate the committee, but it must provide concrete support. Moreover, the collaboration of all school staff is critical to the mobilization process. For this reason, it is desirable to include all categories of staff in the process: teachers, professionals, support staff, daycare staff (in elementary schools), education consultants, etc. The multidisciplinary nature of the committee will enrich its work by providing a diversity of viewpoints to the reflection process.

Quality space and time<sup>2</sup> must be ensured to enable the members of this committee to become familiar with the content, engage in reflection together, or plan meetings to lead the school team. To make this quality space and time a reality, it's important to create a calendar of meetings for the year. Participation in this committee must be on a volunteer basis but recognized as part of participants' work tasks.

The mandate of this committee is to lead the reflection process, to encourage all personnel to participate, and to support the implementation of the solutions that result from these discussions. Providing specialized training, developing partnerships with the community, or adopting more effective tools to monitor students are just some of the concrete actions that could result from the needs identified by school staff during meetings. The committee's mandate is therefore not only to lead the proposed workshops, but also to act as a change agent. Thus, the contributions of the committee's different members can vary according to each person's competencies and interests (e.g. providing support, leading workshops, implementing solutions). Defining the roles and responsibilities of each member will help the committee run smoothly.

<sup>2</sup> According to the Brief, providing quality space and time means making it a part of the school's internal organization, officially recognizing it as part of staff members' workloads, and providing staff with time to reflect on or learn new things.

The transfer tools are intended to present the content plainly and to rally school teams around an issue faced by all schools across Québec: adapting to student diversity. However, committee members serving as content experts should read the reference documents (Brief and Case Studies) before beginning the process with the team. This will provide them with a deeper understanding of the concepts and help them make connections between the content and the unique context of their school.



## **Step 2: Watch the video and carry out the activities in the participant's booklet**

To help people become familiar with the contents of the Brief and to launch the reflection and mobilization process, a video presentation has been prepared. It is accompanied by a participant's booklet; throughout the presentation, short activities are proposed to engage participants and help them make connections to their own reality.

The video presentation can be used in different ways:

- Members of the school team watch the video together and carry out the activities in the participant's booklet at the same time.
- Members of the school team are sent a link to the video presentation, along with the background and a specific deadline. They watch the video and carry out the activities in the participant's booklet on their own.
- When new people join the school team (return from leave, substitution, new position, etc.), they are invited to watch the video and to carry out the accompanying activities (group presentation or on their own).

Note: A PDF version of the slides and video presentation (including the narration) is available upon request. Write to: [conseil@cse.gouv.qc.ca](mailto:conseil@cse.gouv.qc.ca).



## **Step 3: Hold reflection workshops**

Making the shift to adopt more inclusive approaches takes time and should be done in small steps. The reflection workshops have been designed with this in mind, to encourage reflection among school teams and help them move to action, while respecting their realities and constraints.

The first workshop, "Review of the participant's booklet," is intended as a follow-up to the video presentation. Ideally, it is carried out right after viewing (if done as a group) or in the week after sending out the video (if done remotely). This workshop is a follow-up to the video presentation and must be carried out first. The other workshops can be used in whole or in part, and the order can be adapted according to the reality and priorities of each school.

**Plan some discussion time after each workshop. This will help participants move from reflection to action.**

The table below provides a summary of the workshops proposed and their objectives.

| Workshop name   | Objectives   | Duration         |
|---|--|------------------|
| <b>PREREQUISITE WORKSHOP</b><br><b>Workshop 1:</b><br>Review of the participant's booklet: Moving forward | Consolidate understanding of information presented in the video, agree on a common vision, and share possible courses of action.                                     | 45 to 75 minutes |
| <b>Workshop 2:</b><br>Inspirational examples that illustrate the guidelines                               | Become familiar with the six guidelines by connecting them to concrete examples.<br>Learn about schools that took up the challenge of adapting to student diversity. | 60 to 75 minutes |
| <b>Workshop 3:</b><br>A pseudonym for my school   | Identify the challenges and characteristics of your school.<br>Express pride in and a sense of belonging to your school.   | 60 to 75 minutes |
| <b>Workshop 4:</b><br>Favourable and unfavourable conditions  | Identify favourable and unfavourable conditions at your school, in relation to those highlighted by research.  | 60 to 75 minutes |
| <b>Workshop 5:</b><br>A portrait of my school community   | Think about how services are currently organized and examine them from the perspective of a more inclusive education.  | 60 to 75 minutes |
| <b>Workshop 6:</b><br>Collective solutions  | Identify interventions or accommodations that provide collective solutions to meet individual needs.   | 75 to 90 minutes |

When carrying out the workshops, make sure to have at least one copy of each of the three reference documents on hand: Brief, Summary and Case Studies.

### Other avenues to explore:

As you have probably realized, moving toward inclusive education is a way of perceiving the organization of student services as a whole. You will have to think about collaborative approaches, based on research and on your staff's experience and expertise, and focusing on their strengths. You will have to enrich the process with your own initiatives.

The next pages contain information sheets for leading the reflection workshops, followed by the related reproducibles.



# REFLECTION WORKSHOPS

INFORMATION SHEETS FOR FACILITATORS

## WORKSHOP 1:

### Review of the participant's booklet: Moving forward

|  |  |
|--|--|
| <b>BACKGROUND</b>  | <p>The video presentation was intended to further participants' understanding of the Brief and to prompt a reflection on inclusive education. During this presentation, activities were proposed to help participants integrate the Brief's concepts by examining how they can be put into action, and by encouraging members of the school team to think about their own community and their own perceptions.</p> <p>This first workshop is intended as an opportunity to share the fruits of these reflections, to take note of staff members' reactions and to suggest actions to take, in order to implement concrete measures that will lead to more inclusive practices.</p> |
| <p><b>Note:</b> For those who watched the video as a group, this workshop should be conducted immediately after viewing. Those who watched the video on their own should do the workshop soon afterward.</p> |  |
| <b>OBJECTIVE</b>   | <p>Consolidate understanding of the information presented in the video, agree on a common vision and share possible courses of action.</p>   |
| <b>PREPARATION</b>   | <p>The working committee should arrange to meet before conducting the workshop so as to structure how the group discussion will take place. This will vary according to the characteristics of each school. For example, in a small school, each team could review each of the activities; in a large school, it may be necessary to divide up the questions among the teams. You may also want to decide how the teams will be formed (at random, by affinity, by level, by cycle, by subject, etc.).</p>   |
| <b>IMPLEMENTATION</b>  | <p>Remind participants of the overall context and procedure for the workshop. Make sure that everyone keeps their participant's booklet after they watch the video and that they have it with them for the workshop.</p> <p>In teams of three to five people, participants review the activities by filling out Worksheet 1 (p. 20). They will refer to this worksheet when the group reconvenes as a whole.</p> <p>Explain that at the end of the workshop, the committee will collect all the worksheets. The information provided will be used to establish a portrait of the situation and will guide the committee's work.</p>  |
| <b>REINVESTMENT</b>  | <p>The information collected on these worksheets is extremely valuable. It reveals strengths and challenges, and will help the working committee determine the next steps in the process. When rallying people to a cause, it is important for them to feel they are being heard and that their participation can make a difference. It is therefore vital to reinvest the ideas put forth by the teams.</p>   |
| <b>MATERIALS</b>   | <p>The participant's booklet filled out by each staff member during the video presentation.<br/>         Worksheet 1 (p. 20)</p>   |
| <b>TARGET AUDIENCE</b>   | <p>All members of the school staff who attended the video presentation.</p>  |
| <b>PLACE</b>   | <p>Find a room suitable for team work (small-group activity areas) and large-group discussions.</p>  |
| <b>TIME</b>  | <p>Allow for 45 to 75 minutes to carry out the workshop.</p>   |

## WORKSHOP 2:

### Inspirational examples that illustrate the guidelines

See reproducible:  
**WORKSHEET 2 (pages 21 to 24)**

|                        |   |
|------------------------|---|
| <b>BACKGROUND</b>      | <p>An analysis of the various school communities and systems that adapted to student diversity led to the identification of three broad principles, which in turn formed the basis for the six guidelines.</p> <p>To get an idea of the range of possibilities, this workshop looks at measures implemented in two settings: a school for students from preschool to Secondary Cycle One, and a secondary school.</p>   |
|                        | <p><b>Caution:</b> These examples alone cannot suffice to represent the complexity of inclusive education. Like any media report or article, choices had to be made. It's also possible that some elements are not entirely consistent with the aims of the Brief. However, these examples demonstrate that taking action is not only possible, but that it is beneficial to all students.</p>  |
| <b>OBJECTIVE</b>       | <p>Become familiar with the six guidelines by connecting them to concrete examples.</p> <p>Learn about schools that took up the challenge of adapting to student diversity.</p>   |
| <b>PREPARATION</b>     | <p>Before holding this workshop, the working committee should arrange a time to carry out the activity themselves, so as to come up with a cohesive vision of the elements they wish to emphasize to the school team.</p>   |
| <b>IMPLEMENTATION</b>  | <p>Remind participants of the overall context and procedure for the workshop. Then, briefly present and review the placemat.</p> <p>Explain the task to be carried out, referring to Worksheet 2 (reproducible, pages 21 to 24):</p> <ul style="list-style-type: none"><li>• Listen to the radio report (in French) on IMPLEMENTATION an inclusive school, and use the table provided to write down the actions or examples that illustrate the different guidelines.</li><li>• Read the two newspaper articles and carry out the same exercise using the second table.</li></ul> <p>Allow for some discussion time, in teams of three to five people. Invite the members of each team to share their answers and to provide clarifications as needed.</p> <p>Wrap up the activity by making sure the meaning of the guidelines is clear.</p> |
| <b>REINVESTMENT</b>    | <p>Display the placemat in strategic locations around the school. On a day-to-day basis, invite staff members to make connections between events, decisions or actions and the six guidelines.</p>  |
| <b>MATERIALS</b>       | <p>Worksheet 2 (pages 21 to 24), containing tables for writing down answers, and the two newspaper articles.</p> <p>One copy of the placemat per person</p> <p>An audio device to play the radio report for the group</p> <p>Radio report: <a href="http://www.cse.gouv.qc.ca/reportage_ecole_sans_classes_adaptees">www.cse.gouv.qc.ca/reportage_ecole_sans_classes_adaptees</a></p>   |
| <b>TARGET AUDIENCE</b> | <p>All members of the school team involved in the process.</p>  |
| <b>PLACE</b>           | <p>Find a room suitable for team work (small-group activity areas) and large-group discussions.</p>   |
| <b>TIME</b>            | <p>Allow for 60 to 75 minutes to carry out the workshop.</p>  |

## WORKSHOP 3: A pseudonym for my school

|                        |  |
|------------------------|--|
| <b>BACKGROUND</b>      | <p>To understand the change process and the conditions for integrating the aims of inclusiveness into daily practices, the Conseil carried out an exploratory study where it analyzed the experiences of several schools. To keep them anonymous, each school was assigned a pseudonym that reflects its particular character.</p> <p>Adapting to student diversity takes different forms from one school to another. It is therefore important to understand your own challenges and characteristics in order to determine which solutions to consider.</p> <p>This workshop is about recognizing the unique character of your school, in a fun way.</p>  |
| <b>OBJECTIVE</b>       | <p>Identify the challenges and characteristics of your school.</p> <p>Express pride in and a sense of belonging to your school.</p>  |
| <b>PREPARATION</b>     | <p>Because it is made up of school staff members, the working committee should carry out the activity on its own beforehand so that its members will be able to support the large-group discussions.</p>   |
| <b>IMPLEMENTATION</b>  | <p>Remind participants of the overall context and procedure for the workshop.</p> <p>Ask participants to read pages 76 and 77 of the Brief (in French), which describe the 10 schools chosen for the multiple case study and the six special-vocation schools that were also consulted.</p> <p>Explain to participants that their task is to find a pseudonym for their school and to write a short description of its characteristics, using Worksheet 3 (p. 25).</p> <p>Form teams of three to five people (depending on the group's size, the layout of the room and the particular characteristics of each school).</p> <p>At the end, ask each team to present their pseudonym and their final text. It is important for this activity to be carried out in a friendly climate of mutual respect.</p> |
| <b>REINVESTMENT</b>    | <p>Here are some ideas for reinvesting the activity with the team:</p> <ul style="list-style-type: none"> <li>• Take some time to analyze people's responses, and consolidate two or three proposals. Then, at a later date, hold a vote on which pseudonym to retain.</li> <li>• Compile all the pseudonyms and texts into a single document and distribute it.</li> <li>• Do the same exercise again, this time asking team members to project themselves into the future and to find a pseudonym that represents the objective they would like to achieve and the kind of school team they would like to become.</li> </ul>   |
| <b>MATERIALS</b>       | <p>Worksheet 3 (p. 25)</p> <p>Pages 76-77 of the Brief</p>   |
| <b>TARGET AUDIENCE</b> | <p>All members of the school team involved in the process.</p>   |
| <b>PLACE</b>           | <p>Find a room suitable for team work (small-group activity areas) and large-group discussions.</p>  |
| <b>TIME</b>            | <p>Allow for 60 to 75 minutes to carry out the workshop.</p>   |

## WORKSHOP 4: Favourable and unfavourable conditions

See reproducible:  
**WORKSHEET 4 (page 26)**

|                        |  |
|------------------------|--|
| <b>BACKGROUND</b>      | <p>Research has highlighted a number of favourable conditions to put in place in order for inclusive education to become a reality.</p> <p>You are currently working in a school that has its own unique synergy, history and reality. Your participation in this process shows your interest in inclusive education.</p> <p>The following exercise will require both humility and respect, because it involves taking an introspective and realistic look at your current practices. You should be able to identify favourable conditions, but also to name unfavourable conditions currently present in your school.</p>   |
| <b>OBJECTIVE</b>       | Identify favourable and unfavourable conditions at your school, in relation to those highlighted by research on inclusive education.   |
| <b>PREPARATION</b>     | The working committee should carry out this exercise on its own beforehand, so that it has concrete examples to share with school staff as well as a sense of the challenges that should emerge from these discussions.  |
| <b>IMPLEMENTATION</b>  | <p>First, ask everyone to list favourable and unfavourable conditions for implementing inclusive practices in schools in general, according to their own perceptions and beliefs. They can write their answers in the table provided for this purpose on Worksheet 4 (p. 26).</p> <p>Then, invite everyone to read pages 60 to 65 of the Brief (in French), asking them to focus in particular on the content in tables 5, 6 and 7.</p> <p>Following this reading, have people work in teams to answer the last two questions on Worksheet 4 (p. 26).</p> <p>Lead a discussion with the group as a whole to identify potential courses of action. Make sure to highlight elements that relate to the last two questions.</p> |
| <b>REINVESTMENT</b>    | The committee's mandate is to follow up on the main observations that emerge from this workshop, that is, to highlight and support best practices, but also to make the improvements that are needed. The committee makes sure these reflections are translated into actions and evaluates those put in place (measuring to what degree they actually help students learn more effectively).   |
| <b>MATERIALS</b>       | <p>Worksheet 4 (p. 26)</p> <p>Pages 60 to 65 of the Brief (with special attention given to tables 5, 6 and 7).</p>   |
| <b>TARGET AUDIENCE</b> | All members of the school team involved in the process.  |
| <b>PLACE</b>           | Find a room suitable for team work (small-group activity areas) and large-group discussions.   |
| <b>TIME</b>            | Allow for 60 to 75 minutes to carry out the workshop.  |

See reproducible:  
**WORKSHEET 5 (pages 27 to 30)**

## WORKSHOP 5: A portrait of my school community

|                        |   |
|------------------------|---|
| <b>BACKGROUND</b>      | <p>Just as there is diversity among students, there is diversity among schools. Regardless of their environment, all schools face a diversity of students in their classrooms.</p> <p>A number of different solutions and ways of organizing services can be used to support teachers and meet students' needs.</p> <p>Thinking about how to do things differently is not always easy. For this exercise to bear fruit, it's important to let creativity flow and to draw on the innovation capacities of each team.</p> <p>Every member's opinions are welcome and should be treated with respect. Staff at the schools visited by the Conseil emphasized that their schools did not hesitate to push the boundaries by trying original solutions.</p> |
| <b>OBJECTIVE</b>       | <p>Think about how services are currently organized and examine them from the perspective of offering a more inclusive education.</p>   |
| <b>PREPARATION</b>     | <p>The working committee must meet beforehand to answer the questionnaire on Worksheet 5: A portrait of my school community—Snapshot (pages 27 to 29). Fill out the worksheet to develop a shared vision of the answers to these questions.</p> <p>In preparation for the workshop, strategically plan teams of two to five people and assign one question to each team.</p>  |
| <b>IMPLEMENTATION</b>  | <p>Present school team members with the answers to the “Snapshot” questionnaire (pages 27 to 29), filled out beforehand.</p> <p>Ask participants to answer the question assigned to their team. Mention that they will have to present their answers to the group. Explain that they can answer the other questions if they have time.</p> <p>Hang large sheets of paper (one per theme) on the walls. Ask participants to use sticky notes to write down solutions they believe are feasible and important for their school, and to place them on the sheets under the appropriate theme.</p>  |
| <b>REINVESTMENT</b>    | <p>The working committee keeps these ideas and uses them later to support existing actions and to initiate new ones.</p> <p>Ideally, some observations and solutions should lead to changes or adjustments in school organization practices.</p>  |
| <b>MATERIALS</b>       | <p>Worksheet 5: A portrait of my school—Snapshot, questionnaire for the working committee (pages 27 to 29)</p> <p>Worksheet 5: A portrait of my school, questionnaire for workshop participants (p. 30)</p> <p>Large sheets of paper and sticky notes</p> <p>Tables with the teams pre-identified</p>   |
| <b>TARGET AUDIENCE</b> | <p>All members of the school team involved in the process.</p>  |
| <b>PLACE</b>           | <p>Find a room suitable for team work (small-group activity areas) and large-group discussions.</p>   |
| <b>TIME</b>            | <p>Allow for 60 to 75 minutes to carry out the workshop.</p>  |

## WORKSHEET 6: Collective solutions

See reproducible:  
**WORKSHEET 6 (page 31)**

|   |   |
|---|---|
| <b>BACKGROUND</b>   | <p>To achieve the ideal of inclusive education, the school must try, as a matter of course, to adapt to the diversity of students as a whole by addressing learning barriers.</p> <p>Your school is unique and faces its own challenges. Nonetheless, one aspect is common to all schools in Québec: diversity in the classroom.</p> <p>This workshop seeks to launch a reflection that will lead to tangible, realistic actions. It will help your school move toward more inclusive pedagogy.</p>                                     |
| <p><b>Caution:</b> Some students will still need special, individualized accommodations. This workshop hopes to improve the way the school adapts to the diversity of its students; however, the solutions proposed should not be to the detriment of individualized measures that remain essential for certain students.</p> |   |
| <b>OBJECTIVE</b>  | Identify interventions or accommodations that provide collective solutions to meet individual needs.  |
| <b>PREPARATION</b>  | <p>Find concrete examples so that you can guide and support teams that have trouble coming up with collective solutions.</p> <p>Plan the teams strategically so that the work carried out meets people's needs, and so as to facilitate the implementation of actions proposed by the team, if applicable.</p>  |
| <b>IMPLEMENTATION</b>   | <p>Present the themes and provide examples to illustrate them.</p> <p>Ask participants to choose one theme (by team consensus) that calls to them and reflects a daily concern.</p> <p>Have participants carry out the activity, helping them come up with solutions if needed.</p> <p>Invite participants to draw inspiration from the ideas presented on the placemat and in pages 99 to 103 of the Brief (in French).</p> <p>End with a large-group discussion, where a spokesperson from each team presents their team's ideas.</p> |
| <b>REINVESTMENT</b>   | <p>The working committee keeps a copy of the activity, and puts together a summary for everyone to see.</p> <p>This workshop is important and must lead to concrete actions. Plan follow-ups to make sure these actions are empowering staff and helping students; if not, make the necessary adjustments.</p>  |
| <b>MATERIALS</b>  | <p>Worksheet 6 (page 31)</p> <p>Pages 99 to 103 of the Brief</p> <p>Tables with the teams pre-identified</p>  |
| <b>TARGET AUDIENCE</b>  | All members of the school team involved in the process.   |
| <b>PLACE</b>  | Find a room suitable for team work (small-group activity areas) and large-group discussions.  |
| <b>TIME</b>   | Allow for 75 to 90 minutes to carry out the workshop.   |



# CONCLUSION

The work carried out by the Conseil to produce the Brief “Toward a School Enriched by All Its Students: Adapting to Student Diversity, From Kindergarten to Secondary 5” highlighted the ways in which some schools have changed their practices to adapt to student diversity with a goal to achieving success for all.

The materials in the toolkit were designed to support the reflection of schools that wish to take concrete actions so that they can offer all students favourable and equitable learning conditions. In addition to this guide, the toolkit contains a video presenting the main principles of the Brief, a participant’s booklet, a placemat summarizing the key concepts, and reflection workshops intended for school teams. The Conseil hopes these tools will help to circulate the knowledge resulting from this work, but also that they will enable those schools interested in inclusive education to take action.

The inspirational experiences of the schools visited show that it is possible to offer services in a way that better meets the diversity of student needs. We invite other schools to take on this challenge. And we hope these transfer tools will help them get there.

**THANK YOU FOR EMBARKING ON THE ROAD TO  
INCLUSIVE EDUCATION FOR ALL.**



# REPRODUCIBLES

- WORKSHEET 1: REVIEW OF THE PARTICIPANT'S BOOKLET: MOVING FORWARD
- WORKSHEET 2: INSPIRATIONAL EXAMPLES THAT ILLUSTRATE THE GUIDELINES
- WORKSHEET 3: A PSEUDONYM FOR MY SCHOOL
- WORKSHEET 4: FAVOURABLE AND UNFAVOURABLE CONDITIONS
- WORKSHEET 5: A PORTRAIT OF MY SCHOOL COMMUNITY
- WORKSHEET 6: COLLECTIVE SOLUTIONS

## WORKSHEET 1: Review of the participant's booklet: Moving forward

As a team, first take a moment to discuss your answers to each of the questions in the participant's booklet.

### Review of activity 1 in the participant's booklet

On a scale of 1 to 10, how inclusive is your school? You must reach a consensus and mark an X in the appropriate box.

| Not very inclusive |   |   |   |   | Very inclusive |   |   |   |    |
|--------------------|---|---|---|---|----------------|---|---|---|----|
|                    |   |   |   |   |                |   |   |   |    |
| 1                  | 2 | 3 | 4 | 5 | 6              | 7 | 8 | 9 | 10 |

Briefly explain your answer:

---



---

### Review of activity 2 in the participant's booklet

What are the two main types of diversity present in your school?

|  |  |
|--|--|
|  |  |
|--|--|

### Review of activity 3 in the participant's booklet

On a scale of 1 to 10, how would you describe the quality of collaboration time in your school? You must reach a consensus and mark an X in the appropriate box.

| Not very good |   |   |   |   | Very good |   |   |   |    |
|---------------|---|---|---|---|-----------|---|---|---|----|
|               |   |   |   |   |           |   |   |   |    |
| 1             | 2 | 3 | 4 | 5 | 6         | 7 | 8 | 9 | 10 |

Briefly explain your answer:

---



---

### Review of activity 4 in the participant's booklet

Each participant should think of one or two key words per section and write them in the appropriate space.

| Obstacles | Facilitating factors |
|-----------|----------------------|
|           |                      |

### Review of activity 5 in the participant's booklet

From the priority actions listed by your team members, choose one or two that meet the following criteria:

- Realistic (the action can be carried out in the short term, i.e. within six months);
- Relevant (it meets a real need in the school);
- Inspiring (it will motivate people to act).

|  |
|--|
|  |
|--|

## WORKSHEET 2: Inspirational examples that illustrate the guidelines

### Note-taking sheet: radio program

Listen to the radio program<sup>3</sup> about an inclusive school ([www.cse.gouv.qc.ca/reportage\\_ecole\\_sans\\_classes\\_adaptees](http://www.cse.gouv.qc.ca/reportage_ecole_sans_classes_adaptees)) and write down actions or examples that illustrate the guidelines. You will need to keep the placemat handy to carry out this exercise.

|   |  |
|---|--|
| <p><b>GUIDELINE 1</b></p> <p>Place students at the centre of an inclusive education for all: know them, recognize them and follow their progress.</p> |  |
| <p><b>GUIDELINE 2</b></p> <p>Inject flexibility and creativity in educational pathways.</p>   |  |
| <p><b>GUIDELINE 3</b></p> <p>Prioritize the search for collective solutions in meeting individual needs.</p>  |  |
| <p><b>GUIDELINE 4</b></p> <p>Facilitate collective thinking centred on pedagogical analysis to guide all students toward their success.</p>           |  |
| <p><b>GUIDELINE 5</b></p> <p>Reaffirm the goals of inclusiveness and promote diversity.</p>   |  |
| <p><b>GUIDELINE 6</b></p> <p>Expand the field of possibilities.</p>   |  |

<sup>3</sup> "Une école sans classe adaptée à New Richmond," a report by Claude Brunet. *L'heure du monde*, Radio-Canada, January 8, 2018.

## WORKSHEET 2: Inspirational examples that illustrate the guidelines

### Note-taking sheet: newspaper articles

Read the two newspaper articles provided on the next pages and write down actions or examples that illustrate the guidelines. You will need to keep the placemat handy to carry out this exercise.

|   |  |
|---|--|
| <p><b>GUIDELINE 1</b></p> <p>Place students at the centre of an inclusive education for all: know them, recognize them and follow their progress.</p> |  |
| <p><b>GUIDELINE 2</b></p> <p>Inject flexibility and creativity in educational pathways.</p>   |  |
| <p><b>GUIDELINE 3</b></p> <p>Prioritize the search for collective solutions in meeting individual needs.</p>  |  |
| <p><b>GUIDELINE 4</b></p> <p>Facilitate collective thinking centred on pedagogical analysis to guide all students toward their success.</p>           |  |
| <p><b>GUIDELINE 5</b></p> <p>Reaffirm the goals of inclusiveness and promote diversity.</p>   |  |
| <p><b>GUIDELINE 6</b></p> <p>Expand the field of possibilities.</p>   |  |

## WORKSHEET 2: Inspirational examples that illustrate the guidelines

# JEAN-SÉBASTIEN DESROSIERS AND HIS SCHOOL TEAM<sup>4</sup>

In five years, École secondaire Leblanc in Laval has gone from having the lowest graduation rate of its school board to the second highest. It's all thanks to the commitment of Jean-Sébastien DesRosiers, the school principal, and his school team. They are our celebrities of the week.

Five years ago, only 54% of students at École Leblanc, which has about 1000 students, were earning their diploma at the end of Secondary V. This year, the graduation rate reached 83.5%, ranking it second in the Commission scolaire de Laval.

"When I got here, the school was struggling with a number of issues, notably in terms of security," said Mr. DesRosiers. "Parents were worried. What's more, another school in our sector, serving the same population, had a much better reputation. This led to a situation where students who were stronger academically went to the other school, Georges-Vanier, and the students who had more difficulty at school went to Leblanc. That left us with a very fragile clientele."

Other factors affected the graduation rate as well. The school had once been separated into two cycles, and although these had been combined a few years earlier, teaching practices had not yet caught up. There was also a need to better identify and support students with special needs.

"That's one of the cornerstones of our students' success," the principal said. "Two teachers are freed from their teaching duties to analyze student files and give students the tools they need to help them succeed. We carefully and continually monitor each student's file. That's one of the keys to prevent students from failing."

### More extracurricular activities

The school also set up programs to boost student motivation.

"Our extensive development of extracurricular activities and specialized concentrations has had an enormous impact," said Mr. DesRosiers. "We went from four sports teams to fourteen. We created a sports concentration and a drama concentration."

"Unlike many other schools, there are no performance criteria to get into these concentrations. A student does not need good marks to participate," he explained. "That would have gone against my values. I think these programs are a way to get students to succeed, not the reverse."

"When students are enrolled in a concentration, they enjoy it and want to stay. If they want to stay, then they have to make an effort and maintain good behaviour. But they may still fail in another subject. We're not going to make them leave the concentration because of it," he continued.

The basketball concentration, set up last year, seems to be producing small miracles.

"For these students, we've already seen a decrease in absenteeism, fewer late arrivals, better marks and better behaviour. It shows that our approach, which is not elitist, delivers results."

Another example: about 200 students with writing difficulties were given specialized electronic dictionaries that enable them to look up words they don't know how to spell much more quickly than with a paper dictionary.

"This strategy is really helping them to write better. The measure is combined with an intervention plan that allows them more time to finish exams. In 2009-2010, only 54% of students passed the Ministère's French exam, where students have to write an opinion piece. In 2014-2015, the pass rate was 75%."

### A winning formula threatened by cuts

But all these programs lead to costs. Will they survive the next round of budget cuts in education?

"In June 2015, we ended the financial year with a deficit of \$75,000. Budget cuts are forcing us to question programs that have proven successful. I had to cut administrative staff to maintain services to students. If there are more cuts, I don't know how we'll do it next year."

<sup>4</sup> Rodgers, Caroline. "Jean-Sébastien Desrosiers et son équipe-école," La Presse+ [online]. November 1, 2015. [http://plus.lapresse.ca/screens/12f1ac20-9a95-453a-a45a-a54c4924457a\\_7C\\_\\_0.html](http://plus.lapresse.ca/screens/12f1ac20-9a95-453a-a45a-a54c4924457a_7C__0.html) [Accessed May 4, 2018] [Translation]

## WORKSHEET 2: Inspirational examples that illustrate the guidelines

# LAVAL SCHOOL GOES FROM ZEROES TO HEROES<sup>5</sup>

For many years, École secondaire Leblanc in Laval stood out for its near-record failure rate. Just five years ago, barely one out of two students (54%) managed to get their secondary school diploma. And even then, it was often by just a hair.

Thanks to a major upheaval, the secondary school has gone “from zeroes to heroes”: Today it boasts a graduation rate of 83.5%, placing it second highest in the Commission scolaire de Laval (CSDL), just behind the École d’éducation internationale de Laval. And the school does not choose its students.

Jean-Sébastien DesRosiers, principal of this school located in eastern Laval, remembers that 45% of students were dropping out of the school when he took the reins in 2008-2009. The previous administration had made efforts to increase security at the school. An educational project was under way to improve students’ performance in French. But the results just weren’t there, he explained.

### Extracurricular activities

“I began where my predecessors had left off,” said Mr. DesRosiers. “With my team, I started to set up extracurricular activities to reach students who liked sports. We introduced hockey, soccer, badminton, flag football. We added a drama concentration, and we now have an improvisation league.”

Slowly but surely, the extracurricular activities became the perfect pretext to encourage students to come to school and stay there. Motivation increased. Then the school began to focus on academic achievement, by freeing up two teachers part-time to go through the student files, one by one.

“For example, we thought about how we could help students write without making mistakes. And we realized that some of them didn’t know how to use a dictionary. In history, we implemented strategies with an education consultant. We shifted the success window in the classroom. The key was just to get to the other side of the 60% threshold.”

At the same time, the school established partnerships with local police, community and health services to raise student awareness about the risks related to drug use, street gangs and cyberbullying, and to provide information sessions on sexuality.

### Promoting vocational studies

Mr. DesRosiers is working not only to give out more diplomas, but also to train a new generation of workers.

“They can all go to CEGEP, but we have several profiles for the Diploma of Vocational Studies (DVS). At the moment, we have 19 graduates heading into vocational studies, compared to about 10 before. That’s almost double. We have to promote the value of this educational path.”

### A model

In the wake of the Semaine des directions d’établissement scolaire (School Principals’ Week), celebrated in the province last week, the spectacular rise in the number of graduates at Leblanc school in Laval is a model for all school principals.

At a conference in Saint-Hyacinthe, there was consensus on the need to decentralize decisions that concern students’ academic success and well-being at school. “We have to implement [decentralization] quickly so that decisions can be made at the local level, according to the specific needs of the school,” declared Hélène Bourdages, president of the Association montréalaise des directions d’établissement scolaire (AMDES) (Montreal association of school boards).

<sup>5</sup> Champagne, Sara. “Une école de Laval passe de zéro à héros,” La Presse+ [online]. October 26, 2015. [http://plus.lapresse.ca/screens/6fa9846-e046-408f-bfe5-87a18d2124a1\\_7C\\_\\_0.html](http://plus.lapresse.ca/screens/6fa9846-e046-408f-bfe5-87a18d2124a1_7C__0.html) [Accessed May 4, 2018] [Translation]

### WORKSHEET 3: A pseudonym for my school

Refer to the characteristics in the table below to describe your school and come up with a pseudonym. Make sure to add other characteristics that you consider important or representative of your school.

| Characteristics of the community   | Levels   | Characteristics of the school team   | Students  |
|--|--|--|---|
| <ul style="list-style-type: none"><li>• Urban<ul style="list-style-type: none"><li>- Big city</li><li>- Medium city</li><li>- Small city</li></ul></li><li>• Rural</li><li>• Suburban</li><li>• Advantaged</li><li>• Disadvantaged</li><li>• Heterogeneous</li><li>• Other</li></ul> | <ul style="list-style-type: none"><li>• Elementary<ul style="list-style-type: none"><li>- Preschool</li><li>- Cycle One</li><li>- Cycle Two</li><li>- Cycle Three</li></ul></li><li>• Secondary<ul style="list-style-type: none"><li>- Cycle One</li><li>- Cycle Two</li></ul></li></ul> | <ul style="list-style-type: none"><li>• Low, average or high turnover</li><li>• Services offered (resource teacher, psychologist, social worker, etc.)</li><li>• Describe the team</li></ul> | <ul style="list-style-type: none"><li>• Heterogeneity of the school population</li><li>• Distinctive presence of one or more subgroups that give your school a particular character</li></ul> |

**Descriptive elements (use this space for drafts, brainstorming, a concept diagram, etc.)**

**Pseudonym:** \_\_\_\_\_

**Final description:**

## WORKSHEET 4: Favourable and unfavourable conditions

Based on your personal and professional experience, what are the favourable and unfavourable conditions for adopting inclusive practices in schools in general?

Insofar as possible, illustrate your answers with concrete examples.

| Favourable conditions | Unfavourable conditions |
|-----------------------|-------------------------|
|                       |                         |

**Now read pages 60 to 65 of the Brief (up to point 2.4).**

According to what you've just read, what favourable conditions and practices are most present in your school?

---

---

---

---

On the other hand, what do you think are the most important areas to improve in order to have more inclusive practices? Are there any unfavourable conditions in your school?

---

---

---

---

## WORKSHEET 5: A portrait of my school–Snapshot

**REMINDER:** This section (pages 27 to 29) must be completed by the working committee before carrying out Workshop 5.

### General portrait of the school

| Sector  | Language of instruction   | Levels  | Total number of students           |
|---|---|---|------------------------------------|
| <input type="checkbox"/> Public<br><input type="checkbox"/> Private | <input type="checkbox"/> French<br><input type="checkbox"/> English<br><input type="checkbox"/> _____ | <input type="checkbox"/> Preschool<br><input type="checkbox"/> Elementary Cycle One<br><input type="checkbox"/> Elementary Cycle Two<br><input type="checkbox"/> Elementary Cycle Three<br><input type="checkbox"/> Secondary Cycle One<br><input type="checkbox"/> Secondary Cycle Two |                                    |
|   |   |   | <b>Number of classes per level</b> |
|   |   |   |                                    |

What are the particular characteristics of your school (what makes it special)?

### Class groups

In your school, how are the class groups formed?

In your school, are there any classes with entrance criteria?  Yes  No

If yes, explain the criteria used and the type of classes they apply to.

## WORKSHEET 5: A portrait of my school—Snapshot

### Family choice

In your community, can families choose which school their child attends?  
If yes, explain why families choose your school:

Yes  No

Explain why some families in your community choose a different school:

### Service organization

How would you characterize your school's complementary educational services?  
(e.g. staff profile, type of organization, intervention strategies, means of collaboration)

### Communication and collaboration

How would you characterize the communication and collaboration among teachers, the school administration, professionals and support staff in your school?

## WORKSHEET 5: A portrait of my school—Snapshot

How would you characterize the communication and collaboration between your school's staff and...

health and social services partners?

parents?

community resources offering services to students (directly or indirectly)?

### Additional information

Are there any other special aspects to take into account with respect to how your school is organized?

## WORKSHEET 5: A portrait of my school

**REMINDER: This page is to be completed by the school team, following the working committee's presentation of the "Snapshot."**

You are invited to answer the following questions:

1. Generally speaking, would you say that your school's mode of organization fosters mixed and diverse groups? Explain your answer:

2. Do you think your school's mode of organization creates equitable **learning contexts**? Explain your answer:

3. Do you think your school's mode of organization creates equitable **teaching contexts**? Explain your answer:

4. Do you think your school's organization of complementary educational services facilitates collective solutions to meet students' individual needs? Explain your answer:

## WORKSHEET 6: Collective solutions

Make a list of the topics that you're concerned about with respect to adapting to student diversity. Give priority to those that currently require multiple individualized interventions.

Here are a few suggestions: the different paces of learning within the group, school transitions, communications with parents or actors outside the school, behaviour management or development of prosocial behaviours, management of school time, work methods, etc.

Each team is to choose one theme from the list and provide details on the following aspects (using the table below):

- Student needs tied to this theme
- Challenges it raises in the school
- Individualized responses currently in place

Finally, propose collective solutions that can realistically be put in place. If these require the involvement of colleagues who are not in your team, consult them as needed.

Remember that there will always be some students who will require individualized solutions, even if the collective solutions prove effective for many others. Some collective solutions can be implemented by generalizing individualized solutions (e.g. making documents accessible in an editable electronic format). Other collective solutions will be directed at all students in the classroom to prevent difficulties before they arise (e.g. a teacher decides to hold tests in the morning, whenever possible, because he or she realizes that the students are more focused at that time of day). In all cases, the search for collective solutions aims to enable all students to develop their full potential.

| Theme:   |                         |   |
|--|-------------------------|---|
| Challenges this raises in the school           | Student needs to be met | Individualized responses currently in place |
|  |                         |   |
| Collectives solutions that my school will try: |                         |   |
|  |                         |   |

## ABOUT THE CONSEIL SUPÉRIEUR DE L'ÉDUCATION

Created in 1964, the Conseil supérieur de l'éducation of Québec is an independent government organization composed of 22 members from the education community and other sectors of Québec society. Established as a think tank dedicated to the development of a global vision of education, its mandate is to advise the Minister of Education on any matter relating to education. Its briefs are the result of deliberations among the members of its bodies, based on literature reviews and consultations carried out with education experts and stakeholders. Close to one hundred people contribute to the Conseil's work, as volunteers and engaged citizens ([www.cse.gouv.qc.ca](http://www.cse.gouv.qc.ca)).

## ABOUT THE CTREQ

The mission of the Centre de transfert pour la réussite éducative du Québec (CTREQ) is to promote innovation and the transfer of knowledge in order to stimulate educational success in Québec. Bringing together researchers, practitioners and organizations, it aims to develop a culture of science and innovation in education. Its work includes development, adaptation, support, evaluation and monitoring projects. The CTREQ works with schools, the community and college- and university-level researchers. Its website enables educators as well as parents to stay informed about the latest achievements and research findings, while providing practical tools on a variety of subjects ([www.ctreq.qc.ca](http://www.ctreq.qc.ca)).

