

Developing Local Programs of Study Related to Special Arts Education Projects

*Information Document and
Guide for Elementary and
Secondary Schools*

NEW MINISTERIAL FRAMEWORK
(DOCUMENT 13-3500-55)
AMENDED



Québec 



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Introduction

Québec schools play host to a rich variety of special arts education projects, which constitute the many dynamic responses on the part of school organizations to the needs expressed in the community.

Although such projects have existed for quite some time, the last 15 years have witnessed the emergence of the greatest number of arts projects. In the wake of the 1999 study entitled *Portrait des projets particuliers de formation en arts*, the Ministère de l'Éducation, du Loisir et du Sport has deemed it necessary to review the framework under which special arts education projects were approved. Accordingly, it considered the need to revise and clarify various aspects of program implementation with a view to supporting new projects and ensuring the supervision of existing projects. The resulting decisions taken in light of these concerns were described in the document entitled *Nouveaux encadrements ministériels en vue de la reconnaissance des projets particuliers de formation en arts*.

The comments made by representatives of school organizations since the January 2001 call for projects, the follow-up with the managers of projects awaiting approval, and the renewal of teaching practices related to the Québec Education Program, have all led the Minister to once again specify certain aspects concerning the implementation of arts education projects. They are, mainly:

- the establishment of project categories
- the procedure for developing and implementing the projects
- the observance of the Basic school regulation
- the development of a local program in compliance with the components of the Québec Education Program

This document is divided into two sections, both of which are intended to support the development and implementation of special arts education projects, whether within the framework of project revision or for the purpose of developing a new project.

The “Information” section lists all the requirements that must be met when applying for special project approval. It reviews the framework under which applications are submitted by providing the necessary details concerning the more technical aspects of the application. All information contained in the previous framework document is included.

The “Guide” section takes project writers through the various steps involved in the conception and development of the texts by describing the educational components of a project. The Ministère de l'Éducation, du Loisir et du Sport hopes that the resulting writing process will reflect the spirit of the project as well as its practical application. Accordingly, this section is aimed, from the onset, at promoting close collaboration between those who write up the project and those who implement it.



Information



1 General Information

1.1 Definition of Special Arts Education Project

A special arts education project is an integral part of an educational project directed toward expanding students' basic education in one or several arts subjects (drama, visual arts, dance and music), allowing them to pursue their general education in an artistic perspective.

Projects that may be submitted to the Ministère de l'Éducation, du Loisir et du Sport for approval purposes are:

- at the elementary level, projects that require developing a local program that will replace a MELS program, whether or not they entail changes to the subjects set out in the subject-time allocation
- at the secondary level, projects that require developing a local program of more than four credits, which are aimed at enriching a departmental program, whether or not they entail changes to the subjects set out in the subject-time allocation

1.2 Project Classification

Projects will be regrouped under four special educational models that promote students' overall development:

- **Special preparatory project:** Project aimed at enriching student education in one or several arts subjects in preparation for postsecondary studies
- **Special monodisciplinary project:** Project aimed at enriching student education in a specific arts subject, in a perspective of students' overall development
- **Special multidisciplinary project:** Project aimed at enriching student education in several subjects of the arts, in a perspective of students' overall development
- **Special interdisciplinary project:** Project aimed at enriching student education in an interdisciplinary context that brings together arts subjects and those of other subject areas

Special Preparatory Project

- Project aimed at enriching student education in one or several arts subjects in preparation for post-secondary studies.

Students

- Students come from the school or other schools of the school board. They may also come from schools under the jurisdiction of other school boards.
- The students are definitely skilled and show a marked interest in the chosen arts subjects.
- Student admission is based on various criteria, in particular the students' skills in the subjects area.

Basic school regulation

- Project implementation has an impact on the subject-time allocation and possibly the school calendar.
- Changes to the subject-time allocation often require that the Minister approve derogations.
- This type of project often requires additional time beyond regular school attendance.
- The arts education may either take place exclusively at the school or be provided in part outside the school by an external partner organization.¹

Human resources

- In most cases, the arts education is largely provided at the school by permanent teaching staff and additional part-time teaching staff.
- The teaching approach may encourage collaboration with various partners in the artistic milieu and the community.
- Schools that frequently call upon external specialists for all or certain program specific areas of learning must ensure:
 - the competencies of the specialists and their qualifications
 - the integration of the specialists in the school team and their full cooperation
 - that the specialists and organizations hired on a contract basis sign their contracts and that the partner organizations sign any agreement by which they are bound
 - if applicable, the organizations, recognized by the Ministère de la Culture et des Communications, who dispense all or part of the arts education, sign any memorandum of understanding by which they are bound

¹. Cooperation between an external partner and the Ministère de la Culture et des Communications is subject to a memorandum of understanding.

Special Monodisciplinary Project

- Project aimed at enriching student education in a specific arts subject, in a perspective of students' overall development.

Students

- Students come from the school or other schools of the school board. They rarely come from schools under the jurisdiction of other school boards.
- The students are definitely skilled and show a marked interest in the chosen arts subject.
- Student admission is based on various criteria—in particular, an interest in the subject area.

Basic school regulation

- Project implementation has an impact on the subject-time allocation.
- Changes to the subject-time allocation sometimes require that the Minister approve derogations.
- This type of project rarely requires additional time beyond regular school attendance.

Human resources

- In most cases, the arts education is largely provided at the school by permanent teaching staff and additional part-time teaching staff.
- The teaching approach may encourage collaboration with various partners in the artistic milieu and the community.
- Schools that occasionally call upon external specialists for all or certain program specific areas of learning must ensure:
 - the competencies and qualifications of the specialists
 - the integration of the specialists in the school team and their full cooperation
 - that the specialists and organizations hired on a contract basis sign their contracts and that the partner organizations sign any agreement by which they are bound

Special Multidisciplinary Project

- Project aimed at enriching student education in several subjects of the arts, in a perspective of students' overall development.

Students

- Students come from the school or other schools of the school board. Exceptionally, they may come from schools under the jurisdiction of other school boards.
- The students are definitely skilled and show a marked interest in the subjects of the arts covered by the project.
- Student admission is based on various criteria—in particular, an interest in the subject areas covered.

Basic school regulation

- Project implementation has an impact on the subject-time allocation.
- Changes to the subject-time allocation sometimes require that the Minister approve derogations.
- This type of project rarely requires additional time beyond regular school attendance.

Human resources

- In most cases, the arts education is largely provided at the school by permanent teaching staff and additional part-time teaching staff.
- The teaching approach may encourage collaboration with various partners in the artistic milieu and the community.
- Schools that occasionally call upon external specialists for part of students' education related to specific content of a program must ensure:
 - the competencies and qualifications of the specialists
 - the integration of the specialists in the school team and their full cooperation
 - that the specialists and organizations hired on a contract basis sign their contracts and that the partner organizations sign any agreement by which they are bound

Special Interdisciplinary Project

- Project aimed at enriching student education in an interdisciplinary context that brings together arts subjects and those of other subject areas.

Students

- Students come from the school or other schools of the school board. Exceptionally, they may come from schools under the jurisdiction of other school boards.
- The students show a marked interest in the arts.
- Student admission is based on various criteria, in particular an interest in the arts.

Basic school regulation

- This type of project, by targeting one or several arts subjects, promotes the arts in the students' general education. Its implementation generally has a greater impact on the content and teaching approach than on the subject-time allocation.
- Changes to the subject-time allocation, if necessary, should not require derogation on the part of the Minister.

Human resources

- The arts education is provided entirely by the school and its permanent teaching staff. However, the teaching approach often encourages collaboration with various partners in the artistic milieu and the community or with external specialists.
- When the project calls upon external specialists for part of the student teaching related to specific areas of learning, the school must ensure:
 - the competencies and qualifications of the specialists
 - the integration of the specialists in the school team and their full cooperation
 - that the specialists and organizations hired on a contract basis sign their contracts and that the partner organizations sign any agreement by which they are bound

1.3 Subject-time Allocation

A subject-time allocation indicating the time allotted for each subject must be provided with the application for program approval. To do so, please complete the Appendix and enclose it with the application.

If implementing a special project means removing any compulsory subjects from the subject-time allocation, the school board must obtain prior authorization from the Minister. An official application must be submitted by sending the *Dérogation à la liste des matières pour l'application du nouveau programme de formation* form to a MELS regional office. Enclose a copy of the document with the application for approval.

1.4 Student Supervision

The application must include a description of the measures used to assist students with regard to project follow-up and success along with a description of the conditions for passing from one grade to the next.

1.5 Persons Eligible to Develop a Program

Teachers, education consultants, school administration, or, ideally, a committee made up of school staff and external partners, may develop a program for which an application for approval is sought.

1.6 Preparing and Forwarding the Application

- The application must be signed by the person(s) having drawn up the application for approval, by the school administration and by the school board's director general.
- The contact information for all signatories must be clearly indicated.
- The school administration sends the application for approval of the special project to the school board.
- The application is then forwarded to the regional office servicing the school board.

1.7 Documents Required for the Application

The following documents must be provided:

- Motion by the school board
- Motion by the school's governing board
- Completed subject-time allocation (Appendix)
- Application for derogation, if warranted
- Complete version of the program
- Agreements with partner organizations, if any

1.8 Evaluation Criteria

The following criteria are taken into account by the Ministère de l'Éducation, du Loisir et du Sport when evaluating a project for approval purposes:

- Nature of the program with respect to the educational project
- Relevance at the local and regional levels
- Project impact on the school and community
- Compliance with the Basic school regulation
- Minimum hours allotted yearly to the special arts subject or arts education, with regard to the learning being targeted
- Quality of the program (structure, components, content, progress, evaluation)
- Student supervision procedures (description of the assistance provided to students, conditions for passing from one grade to the next)
- Links with the aims, broad areas of learning and cross-curricular competencies of the Québec Education Program.

1.9 Implementation Schedule

New projects and reviewed projects requiring ministerial approval and applications for the derogation needed to carry out a special project must be submitted to the Ministère de l'Éducation, du Loisir et du Sport approximately nine months before the slated implementation date.

1.10 Board and Lodging Assistance

The rules governing eligibility for measure “Board and Lodging Assistance,” intended for students in the general stream, are described in the budgetary rules:

- The student is enrolled in a *special preparatory project* (Model A, Type 1) approved by the Ministère de l'Éducation, du Loisir et du Sport, in accordance with program approval rules.
- The school attended by the student must be located at least 20 kilometres from the student's usual home.
- The student must be declared full time as of September 30 of the current year.
- The student must be covered by a schooling agreement between the competent school board and the one providing the schooling, except in cases where both are in the same territory but the latter is located outside the sector where the student usually lives.
- The student must not have access to daily transportation (transportation organized or subsidized by the school board providing the schooling, or public transportation) between his/her usual residence and the school.

2 Submitting the Application for Program Approval

The framework for preparing the application for approval of a special arts project provides the required information in the order in which they are to be submitted, along with the documents to be enclosed.

2.1 General Information

- Name of school board
- School contact information
- Name of principal
- Name and contact information of the person in charge of the file
- Educational model
- Number of credits requested for each level

2.2 Introduction

- Description of the project links and characteristics with regards to the educational project of the school where it will be implemented
- Demonstration of the project's relevance at the local level
- Illustration of the project's impact on the school, community and region
- Student information:
 - origin
 - types of students targeted
 - eligibility criteria
- Information on the procedure for selecting students who wish to register for the project (education profile, audition, test, etc.)
- Information about the educational organization:
 - copy of the subject-time allocation (Appendix)
 - description of student supervision
 - description of the use of external human resources and additional teaching staff, if needed
- Partners, if any (municipality, cultural organization, private company, etc.)

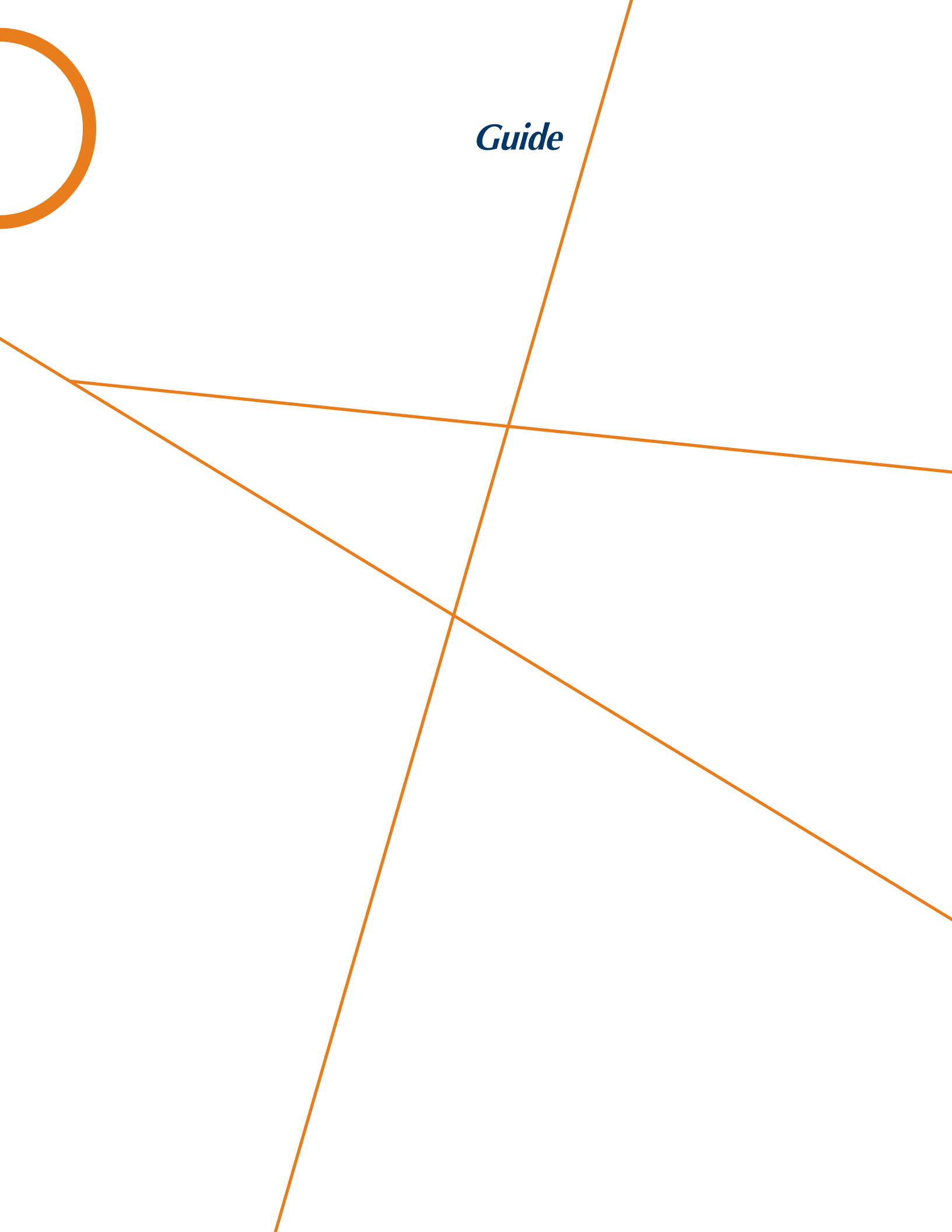
2.3 Complete Version of the Local Program Related to the Special Project

The special project must be submitted in full and include detailed information on the following:

- Program philosophy
- Links with the Québec Education Program
- Subject-specific competencies and components
- Achievement contexts
- Learning content
- Methods used to evaluate student learning
- End-of-cycle outcomes
- Cultural references

2.4 Supporting Documents

- Motion by the school board
- Motion by the school's governing board
- Copy of application for derogation, if any
- Copy of agreements with partners, if any



Guide

Introduction

The questions in this section have been devised to facilitate the drafting of a special arts education project. They provide avenues for reflection, upon which the writing process will then be based. Before any writing is to begin in earnest, however, information should be gathered from various sources: the school's educational project, the Québec Education Program and, if applicable, previous local programs.

The questions are structured around the main elements that make up a program: the broad areas of learning, subject-specific competencies, cross-curricular competencies, learning and teaching strategies, essential content and teaching principles contained in the Québec Education Program. The questions are organized so as to follow the presentation model preferred by the Ministère de l'Éducation, du Loisir et du Sport.

The questionnaire thus aims to stimulate the writing process, which must reflect the teaching practices in effect or under development within the framework of the arts education project. As such, the questionnaire will serve as a guide, and the questions therein may be selected and restated according to the writers' wishes and needs. In no way are the questions meant to be compulsory, sequential or restrictive. Moreover, this tool may be enhanced by experimentation during the writing process. Suggestions to this effect may be forwarded to the Ministère de l'Éducation, du Loisir et du Sport.

It should be noted that the questionnaire, through its approach, can be used as a reference document when assessing the professional development needs of the teaching staff with regard to implementing the project or with respect to complying with the education reform. Special projects should be supported by all the players in the milieu (school staff, cycle staff, community, etc.). All players should therefore be consulted and involved in the reflection process directed at bringing to light the practices arising from the Québec Education Program and related to the drafting of special projects.

1 Program Philosophy

Show the links between the arts program and the school's educational project

Questions to explore:

- *How does the program meet the mission, values, directions and goals of the school's educational project?*
- *How does the program take into account the concern for good spoken and written English and for integrating the cultural dimension?*

2 Links With the Québec Education Program

Consideration should be given to the following aspects of the Québec Education Program:

- aims
- broad areas of learning
- cross-curricular competencies
- concern for quality spoken and written English
- integration of the cultural dimension

Questions to explore:

- *How are the goals of the educational program expressed in the special arts program?*
- *How are the main lines of development pertaining to the broad areas of learning taken into consideration?*
- *How are cross-curricular competencies manifested?*
- *What measures are taken to ensure the quality of spoken and written English?*
- *What measures are taken to integrate the cultural dimension?*

3 Subject-specific Competencies and Components

Illustrate how the subject-specific competencies and their components are organized.

Demonstrate their enrichment and progress throughout the learning cycles.

Questions to explore:

- *What types of action or experimentation are the students carrying out in order to develop each of their competencies? (Components of the competencies must be provided, using action verbs [observable behaviour] that specify what the students are actually doing.)*

- *How do the learning and evaluation situations provide for the development of competencies in a complementary manner?*
- *Are the program's general content and the teaching time expended as part of the project adequate in relation to the enrichment level attained?*
- *Overall, with respect to planning, what proportion of time is allotted to learning aimed at the development of each subject-specific competency? (A graphic illustration of the situation could provide a clear description of the organization of competencies and the proportion given to each of them.)*
- *In view of the educational program and its enrichment, how could the project's essential characteristics be named and described?*

4 Achievement Contexts

Describe the conditions and setting in which the students accomplish the tasks required of them.

Questions to explore:

Do the learning situations make it possible to...

- *alternate between assignments in small teams and assignments in larger groups, etc.?*
- *develop autonomy?*
- *use various tools (instruments, objects, accessories, costumes, etc.)?*
- *use a variety of resources (documents, artistic and cultural resources)?*

5 Learning Content

Outline the learning content (strategies, concepts, techniques, elements of language, vocabulary) and their progress over time. It is not necessary to link each content item to a particular competency in a specific manner.

Questions to explore:

- *What knowledge (subject-specific knowledge, skills and attitudes) is valued and emphasized within the program?*
- *What elements of the subject (learning content) are essential for student competency development during the cycle?*
- *For each competency, how is student progress, in terms of integrating learning content determined (exhaustive study of content, more complex works, higher expectations, etc.)?*
- *What are the actions that enable students to become increasingly autonomous when integrating and using the content specific to a subject?*

6 Methods Used to Evaluate Student Learning

Show how the evaluation process is integrated into learning situations by taking into account the two complementary purposes of evaluation, namely supporting learning and recognizing the degree to which knowledge is acquired.

Questions to explore:

- *What are the tools and means used to support the evaluation (evaluation checklists, observation checklists, records, interpretation and communication of the learning, etc.)?*
- *What are the specifics of the evaluation criteria used in the Québec Education Program?*
- *Do students have the tools necessary to keep track of their progress when developing their competencies (log book, audio recordings)?*
- *What procedures (self-evaluation, peer evaluation, co-evaluation, etc.) are emphasized? What part do the students play in their own evaluation? Is the evaluation sometimes done by others (specialist teacher, external evaluator)?*
- *What are the times and the activities when the evaluation aims to foster awareness of the learning strategies?*
- *What would be a fitting description of students at the end of each cycle (end-of-cycle outcomes?) (“They are able to... They know how to... They know...”) What is the typical student profile after completion (exit profile)?*

7 Aspects Related to Integration of the Cultural Dimension

Explain how cultural references are integrated into the educational program for the subject area(s).

Questions to explore:

- *Does the program call for meetings with artists or visits of cultural places close to the school? How important are the activities overall? For what reason are they being carried out?*
- *Do the learning activities and situations suggested to the students allow for a better understanding of their immediate cultural environment, of culture in general and of artistic culture in particular?*
- *How do the activities, which aim to bring students into contact with an artist or cultural place, foster transfer of learning to the classroom?*
- *How are the activities integrated into the school's everyday life and cultural life?*
- *How are the activities related to learning and evaluation situations?*
- *How is the repertoire selected and used in the project's learning and evaluation situations?*

The page features a decorative design with orange lines. A thick orange circle is partially visible on the left edge. Three thin orange lines intersect: one runs vertically from the top to the bottom, another runs diagonally from the top-left to the bottom-right, and a third runs diagonally from the top-right to the bottom-left.

Appendix

*Subject-time Allocations
to be Completed*

Subject-time Allocation in Compliance with the Basic School Regulation

(Elementary, Cycle One)		
Subjects	Basic school regulation (minutes/week)	Special project (minutes/week)
Language of instruction		
Mathematics		
Second language		
Arts Education		
Arts Education or special arts project		
Physical Education		
Moral Education or CRMI		
Unapportioned time		
Total		

(Elementary, Cycle Two)		
Subjects	Basic school regulation (minutes/week)	Special project (minutes/week)
Language of instruction		
Mathematics		
Second language		
Geography, History and Citizenship Education		
Science and Technology		
Arts Education		
Arts Education or special project		
Physical Education		
Moral Education or CRMI		
Unapportioned time		
Total		

Subject-time Allocation in Compliance with the Basic School Regulation

(Elementary, Cycle Three)		
Subjects	Basic school regulation (minutes/week)	Special project (minutes/week)
Language of instruction		
Mathematics		
Second language		
Geography, History and Citizenship Education		
Science and Technology		
Arts Education		
Arts Education or special project		
Physical Education		
Moral Education or CRMI		
Unapportioned time		
Total		

Subject-time Allocation (Secondary, Cycle One)

Secondary I			Secondary II		
Subjects	Basic school regulation (hours/year)	Special project (hours/year)	Subjects	Basic school regulation (hours/year)	Special project (hours/year)
Language of instruction			Language of instruction		
Mathematics			Mathematics		
Second language			Second language		
Physical Ed.			Physical Ed.		
Moral and Religious Ed.			Moral and Religious Ed.		
Arts, subject in the Arts			Arts, subject in the Arts		
Ecology			Physical Science		
Geography			History		
Personal and Social Ed.			Home Economics		
Electives					
Total					
Number of hours beyond regular attendance					
Total number of hours					

Note: If implementing one or more programs of study entails the removal of compulsory subjects from the subject-time allocation, the Minister must authorize the derogation beforehand, after the school board has submitted an application in keeping with the provisions of Section 222, third paragraph of the *Education Act*. The form entitled *Dérogation à la liste des matières pour l'application du nouveau programme de formation* must be used for this purpose.

Subject-time Allocation (Secondary, Cycle Two)

Secondary III		
Subjects	Basic school regulation (hours/year)	Special project (hours/year)
Language of instruction		
Mathematics		
Second language		
Physical Ed.		
Arts, subject in the Arts		
Biology		
Geography		
Personal and Social Ed.		
Career Choice Ed.		
Introduction to Technology		
Electives		
Total		
Number of hours beyond regular attendance		
Total number of hours		

Note: If implementing one or more programs of study entails the removal of compulsory subjects from the subject-time allocation, the Minister must authorize the derogation beforehand, after the school board has submitted an application in keeping with the provisions of Section 222, third paragraph of the *Education Act*. The form entitled *Dérogation à la liste des matières pour l'application du nouveau programme de formation* must be used for this purpose.

Subject-time Allocation (Secondary, Cycle Two) *Continued*

Secondary IV			Secondary V		
Subjects	Basic school regulation (hours/year)	Special project (hours/year)	Subjects	Basic school regulation (hours/year)	Special project (hours/year)
Language of instruction			Language of instruction		
Mathematics			Mathematics		
Second language			Second language		
Physical Ed.			Physical Ed.		
Ethics and Religious Culture			Economics		
History			Career Choice Ed.		
Physical Sciences			Personal and Social Ed.		
Career Choice Ed.			Arts, subject in the Arts		
Personal and Social Ed.			Electives		
Arts, subject in the Arts					
Electives					
Total					
Number of hours beyond regular attendance					
Total number of hours					

Note: If implementing one or more programs of study entails the removal of compulsory subjects from the subject-time allocation, the Minister must authorize the derogation beforehand, after the school board has submitted an application in keeping with the provisions of Section 222, third paragraph of the *Education Act*. The form entitled *Dérogation à la liste des matières pour l'application du nouveau programme de formation* must be used for this purpose.

Additional Information

Useful clarifications of important concepts

Competency: “The development of a competency does not follow a linear sequence, from simple to complex, or parts to whole. Rather, the competency is constructed on the basis of the various dimensions of a situation.”

Québec Education Program, Secondary School Education, Cycle One (2003), p. 10.

Context: Again, according to the QEP, Competency is the ability to act effectively or respond appropriately in situations of a certain complexity. This means that it involves more than the mere addition or juxtaposition of elements. It also means that students can continue increasing their mastery of a competency throughout their schooling, and indeed, beyond it.”

Québec Education Program, Secondary School Education, Cycle One (2003), p. 9.

Knowledge: “Knowledge and competencies are not mutually exclusive; they complement each other. The different sorts of knowledge constitute essential resources for responding appropriately in a complex situation. The capacity to respond appropriately that characterizes a competency, however, is based on the assimilation and deliberate use of the requisite concepts and skills. Thus the knowledge useful for the exercise of a competency is that which the intellectually active student has constructed, and the scope of the competency depends directly on the relevance and breadth of the knowledge the students bring to it.”

Québec Education Program, Secondary School Education, Cycle One (2003), p. 9-10.

Cultural references: Cultural references are culturally meaningful objects of learning that, when used in the classroom, help students enjoy a richer relationship with themselves, others and the world around them. Cultural references may take various forms—events, media products or objects of everyday life, etc.—provided that they allow for the observation of meaningful social phenomena or cultural trends. They may also take the form of heritage objects, artistic creations, ways of thinking, values that condition behaviour, a personality, etc., as long as they convey a specific cultural meaning.

Integrating the Cultural Dimension into School (2004).

Strategies and resources: “The program promotes flexible classroom organization, the use of many sources of information and technological tools, the formation of flexible learning groups, respect for individual work rhythms, and differentiated support and enrichment. The strategies that can be used include having students work together or having individual students work on their own, and teachers can use the traditional lecture-based approach if necessary.”

Québec Education Program, Secondary School Education, Cycle One (2003), p. 12-13.

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