

OUR HOPE FOR THE FUTURE

The school can take action to promote greater equality, equity and social justice to ensure the educational success of all learners from Montréal's disadvantaged areas. In developing the capacity of the school to support the academic and educational success of students from these areas, we recognize the importance of:

- Valuing the expertise of the milieu through co-responsibility and empowerment to ensure actions are sustained
- Taking research data into consideration when aligning educational practices to students' learning needs
- Encouraging the school team through professional development to challenge perceptions, prejudices and beliefs about poverty and have them reflect on their influence on current practices
- Relying on school staff members' capacity to act, according to their mandate, to encourage and facilitate the active participation of students in the school's educational activities
- Accepting families' cultural experiences and inviting them to participate in school activities that relate to its educational, pedagogical, artistic, cultural, organisational and community practices
- Sharing what is known about the issues affecting Montréal schools, for instance the overlapping and combination of poverty and immigration factors, to ensure that practices take these into account.

“[...] inclusive educational settings focused on success for all, supported by their community, where people learn to be civic-minded, creative, competent, responsible, open to diversity and fully engaged in social, cultural and economic life in Québec.” (MEES, 2017, p. 26)

Strengthened by the expertise it has developed in collaboration with all its partners, A MONTRÉAL SCHOOL FOR ALL will continue to take action to close the success gap between students from disadvantaged areas and those from more advantaged areas. With its focus on social justice, it will contribute to the implementation of the mission of the Québec school.

“The worst form of inequality is to try to make unequal things equal.”

[Free translation] (Aristotle, quoted in CSE, 2016, p.8.)



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The program A MONTRÉAL SCHOOL FOR ALL was created in 1997 following the Estates General on Education under the name Supporting Montréal Schools. It was renamed in 2011.



TO CONTACT US

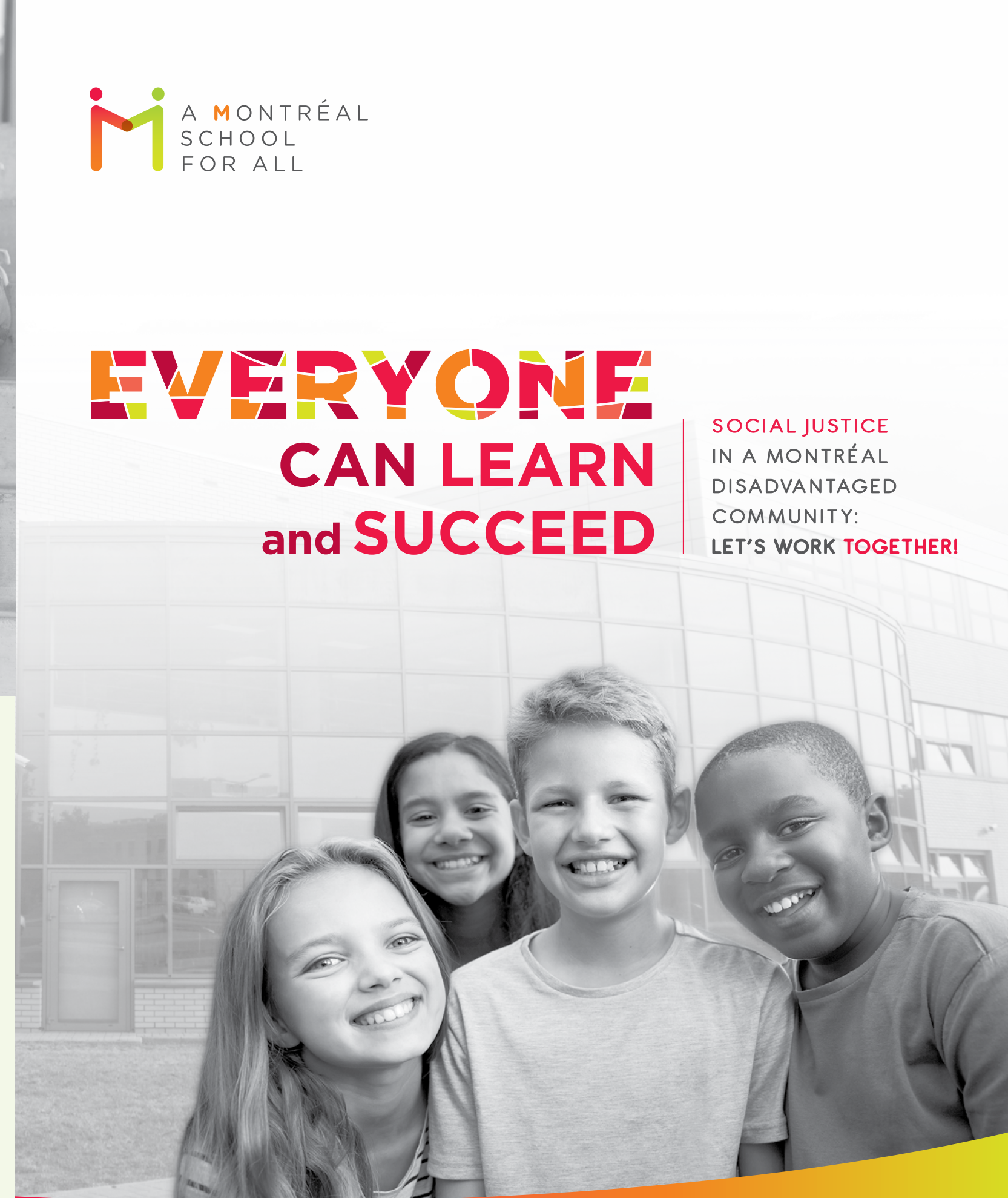
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EVERYONE CAN LEARN and SUCCEED

SOCIAL JUSTICE
IN A MONTRÉAL
DISADVANTAGED
COMMUNITY:
LET'S WORK TOGETHER!



A MONTRÉAL SCHOOL FOR ALL

A MONTRÉAL SCHOOL FOR ALL (AMSFA) is a ministry program co-managed by the Island of Montréal's three French-language school service centres and the two English-language school boards since 1997. At its outset, a great many students from Montréal's disadvantaged areas had significant academic delays, their graduation rates were lower than the Québec average and they often dropped out of school earlier.

In 1996, both the Superior Council of Education and the Estates General on Education called for urgent action on behalf of Montréal's schools, specifically for those in lower socioeconomic status neighbourhoods.

To this day, this reality remains ever-present. Therefore, we must persevere in all our efforts to close these gaps in student success and retention.

Consequently, for over 20 years, A MONTRÉAL SCHOOL FOR ALL has continued its mission to help all students from Montréal's disadvantaged areas to attain educational success by focusing on their needs and their resources.

The values guiding our actions:

Equality • Equity • Social Justice

The attitudes guiding our actions:

Respect • Openness to the world and its diversity • Inclusion

196 elementary schools and annexes



More than 73 343 students



This is achieved by offering personalized support and professional development, designed primarily for school personnel, and by the creation of an educational community committed to working for the success of all.

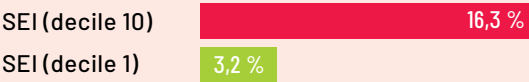
Our framework for intervention is:

- Development and dissemination of support, analysis and intervention tools
- A diversified offer of support and professional development
- Innovation in practice models
- The development of local and provincial expertise.

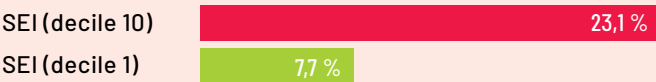
RATE OF ACADEMIC DELAY FROM ELEMENTARY CYCLE 2, YEAR 2 BY DECILE OF SOCIOECONOMIC ENVIRONMENT INDEX (SEI) OF ELEMENTARY SCHOOLS (2 SCHOOL BOARDS, 3 SCHOOL SERVICE CENTRES IN MONTRÉAL), SCHOOL YEAR 2018-2019



RATE OF ACADEMIC DELAY ENTERING SECONDARY SCHOOL BY DECILE OF SOCIOECONOMIC ENVIRONMENT INDEX (SEI) OF ELEMENTARY SCHOOLS (2 SCHOOL BOARDS, 3 SCHOOL SERVICE CENTRES IN MONTRÉAL), SCHOOL YEAR 2018-2019



DROPOUT RATE BY DECILE OF SOCIOECONOMIC ENVIRONMENT INDEX (SEI) OF ELEMENTARY SCHOOLS (2 SCHOOL BOARDS, 3 SCHOOL SERVICE CENTRES IN MONTRÉAL), SCHOOL YEAR 2018-2019



SEI 10: most disadvantaged schools SEI 1: most advantaged schools

Source: MEQ, TSEP, DGSRG, DIS, Information portal, special compilation of national indicators.

CLOSING THE GAPS USING:

A multidisciplinary team

Made up of professional resource people who build expertise in how to intervene in the disadvantaged communities of the three French-language school service centres and the two English-language school boards on the Island of Montréal.

Innovative practices

Using evidence-based knowledge to promote engagement and to develop competencies in literacy and numeracy.

A dynamic interface

Linking practice and research to ensure the transfer of the expertise needed to address the specific challenges of working in Montréal's disadvantaged areas.

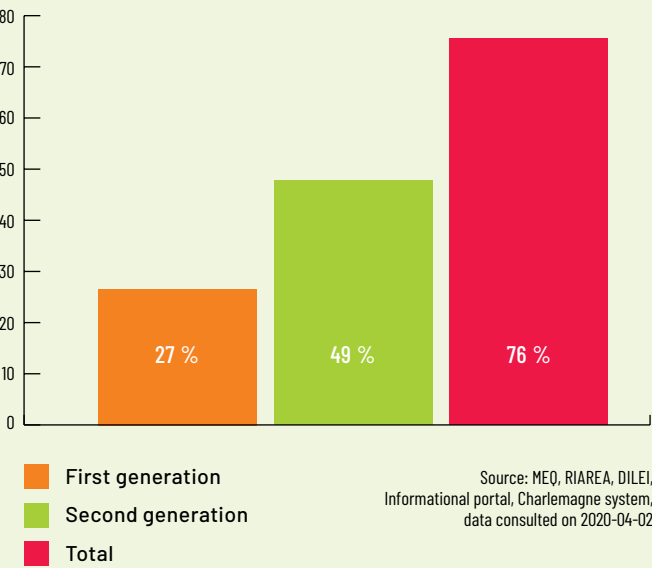
An offer of personalized support and professional development

Intended for all who work in disadvantaged areas to further the use of practices based on our values.

Dedicated allocations

To support schools in implementing their social justice focused practices, especially those at the heart of their educational project.

PERCENTAGE OF IMMIGRANT STUDENTS IN MONTRÉAL SCHOOLS TARGETED BY AMSFA SCHOOL YEAR 2019-2020



The first generation designates those persons born outside of Canada, whereas the second generation designates those who are born in Canada and for whom at least one parent is born outside of Canada.

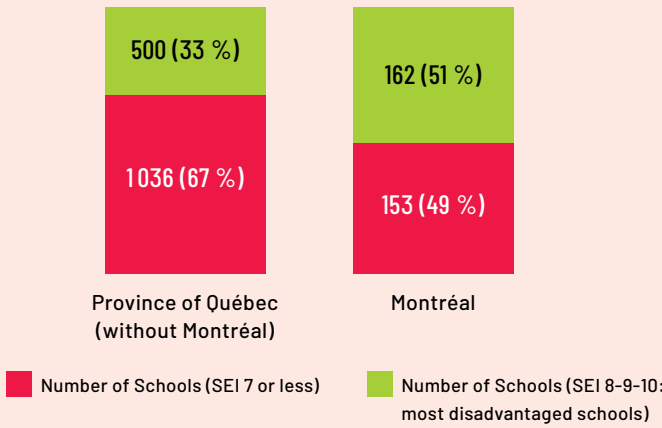
THE GREATER MONTRÉAL AREA

"The Greater Montréal area faces a number of special complex challenges that often have an impact on many of the issues surrounding educational success. Because of its economic and demographic importance and its concentration of disadvantaged areas and ethnic communities, Montréal requires a special focus as well as targeted measures if it is to take part in achieving the objectives of the Policy on Educational Success." (MEES, 2017, p. 28)

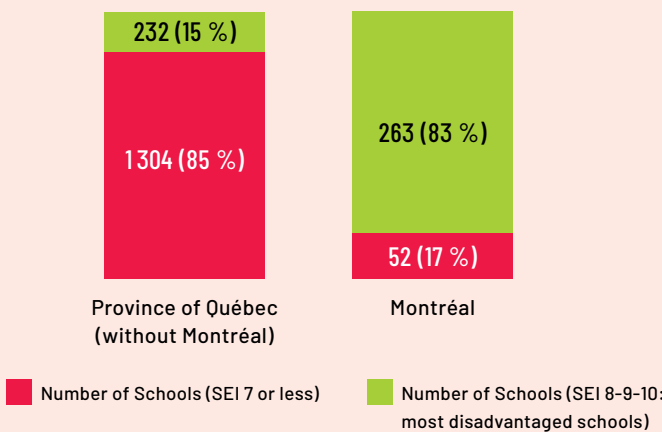
"In this regard, it should be noted that upon arrival, immigrant families often settle in more disadvantaged communities, but their socioeconomic status tends to improve over time. As a result, their status as measured by poverty indices is not always the reflection of the reality of their socio-cultural and educational capital." [AMSFA translation]

BREAKDOWN OF ELEMENTARY SCHOOLS SCHOOL YEAR 2019-2020

COMPARISON ACCORDING TO THE SOCIOECONOMIC ENVIRONMENT INDEX (SEI)



COMPARISON ACCORDING LOW INCOME CUT-OFF INDEX (LICO)



Source: MEQ, RIAREA, DILEI, Informational portal, Charlemagne system, data consulted on 2020-11-02

OUR PRACTICES

In order to close the achievement gap and act in favor of equality, equity and social justice, research-based data are based on the best predictors of success and retention identified by research, namely:

- ✓ LITERACY
- ✓ NUMERACY
- ✓ ENGAGEMENT

"That they have not learned what we think they should have learned by the time they enter school or not knowing something are not indicators of a learning problem."

[AMSFA translation] (Archambault, 2010)

Our interventions focus on the following practices:

Organizational and administrative

School administrators must exercise a moral and ethical leadership anchored in the values of social justice. Not only must they bring the entire school team on board with this vision but they must also make it known to the community. To this end, AMSFA offers a professional development network for principals and vice-principals.

Educational and pedagogical

The school staff must implement practices that take into account students' experiences and that reduce school and social inequalities. Therefore, AMSFA offers training sessions and personalized support to build the capacity of school staff to implement educational and pedagogical practices that are based on research data and knowledge of the milieu.

Artistic and cultural

The objective of the artistic and cultural practices of AMSFA is to provide access to culture and to culturally enrich students from Montréal's disadvantaged areas. This access enlarges the students' vision of the world and helps them to express their identity. Partnerships with the cultural milieu offer opportunities for different creative avenues to be explored. These provide diverse contexts for learning where the power to act, to speak out and be civically engaged is valued.

Family Collaboration

The ongoing collaboration between the school and the family is essential, even though it may be somewhat of a challenge in a disadvantaged area. The recognition of the uniqueness and special characteristics of each family is at the foundation of a just and equitable school, in which ALL can participate.

Collaboration with the community and institutional partners

Many community and institutional partners can serve to support the strategies put forward by the school to promote the educational success of all its students as well as to support families. They are part of the wider educational community. In view of the multidimensional conditions of living in poverty (social, economic, material and cultural) and the plurality of disadvantages (intersectionality of conditions) experienced by many Montréal families, the role of these partners must be encouraged and strengthened. To anchor the school in its community means broadening its scope while increasing its capacity to meet the needs of students and families.

