



ATTITUDES FOR LIVING TOGETHER

The key attitudes for living together that guide the actions of *A Montréal School for All* are respect, openness to the world and its diversity, and inclusion. A safe, caring and welcoming school environment contributes to the well-being of all stakeholders¹ and to the educational success and academic perseverance of all students.



(Diagram produced from MEES, 2017², p. 29)

RESPECT

“Respect for the dignity of human beings is one of the founding principles of justice, liberty and peace.”
(Québec Official Publisher, 2020⁴, preamble)

“[...] everyone is entitled to all the rights and freedoms [...] without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.” (United Nations, 1989⁵ preamble)

Socializing for Living Together

“In a pluralistic society such as ours, schools must act as agents of social cohesion by fostering a feeling of belonging to the community and teaching students how to live together. This means that they must transmit the heritage of shared knowledge, promote the fundamental values of democracy and prepare young people to become responsible citizens. They must likewise prevent exclusion, which jeopardizes the future of too many young people.”

(MEES, 2017³, p. 25)



¹ Stakeholders: children, students, families, school personnel

² MEES (2017) *Policy on Educational Success*. Retrieved from http://www.education.gouv.qc.ca/fileadmin/site_web/documents/PSG/politiques_orientations/politique_reussite_educative_10juillet_A_1.pdf

³ *Ibid.*

⁴ Québec Official Publisher (2020). Charter of Human Rights and Freedoms, (CQLR, Chapter C-12. Retrieved from <http://legisquebec.gouv.qc.ca/en/showdoc/cs/c-12>

⁵ United Nations (1989). *Convention on the Rights of the Child*. Retrieved from <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>

OPENNESS TO THE WORLD AND ITS DIVERSITY

"[...] openness to pluralism and the full participation of all citizens are considered essential conditions for democracy and the exercise of rights to equality [...] assumes the use of human potential of all its citizens in their diversity." [AMSFA translation] (MIDI, 2008⁶, p.6)

"[...] openness to others and accepting differences [...] implies not only the development of students' academic skills, but also that of their social skills. Students learn to cooperate, to listen to others, to resolve conflict peacefully, and to live together. It is part of a systematic learning approach. To do so, school communities must provide a welcoming and safe environment for all students."
[AMSFA translation] (CSE, 2017⁷, p.54)

"Openness to others and respect for diversity are manifested in the quality of communication and interaction. Learning about different cultural realities is a source of personal enrichment and community living skills." (MEES, 2017⁸, p. 57).

The markers of diversity as intended by the law are: "Race, colour, sex, gender identity or expression, pregnancy, sexual orientation, civil status, age except as provided by law, religion, political convictions, language, ethnic or national origin, social condition, a handicap or the use of any means to palliate a handicap." (National Assembly of Québec, 1975⁹, art. 10)

INCLUSION

An inclusive society is a "society that offers favourable living conditions for the whole population and ensures that no one is left behind on the basis of differences [...]. An inclusive society ensures that everyone has the capacity and opportunity to participate in their communities and that their dignity is respected."
[AMSFA translation] (MIDI, 2015¹⁰, p.11)

Inclusion is possible "by removing barriers to equal rights and conditions". [AMSFA translation] (MIDI, 2008⁶, p.6)

"Inclusion is an act of equity, a concrete and timely response to changes in society and schools. It is the responsibility not of any one class, but of the school as a whole, in conjunction with the school team and its various areas of expertise and community support. In an inclusive environment, regular classes, like welcoming classes, are for everyone. They embody social diversity and reflect Québec's openness and welcoming attitude."
(MEES, 2017¹², p. 56)

"Inclusiveness will allow us as individuals and as a society to benefit from the richness and opportunities for fulfillment that others can offer us."
(MEES, 2017¹³, p. 29)

"In the space of 50 years, education in Québec has moved from a segregational system to a more and more inclusive one. Integration—where the student adapts to standards—is progressively being left behind in favour of inclusion, where the school adapts to the student. Some educational communities are pursuing a new approach, which consists in adapting their practices a priori to accommodate all students (rather than case by case, or based on individual profiles). This is what the Conseil calls inclusive education."
(CSE 2017¹⁴, summary p. 1)

⁶ MIDI (2008). *La diversité : une valeur ajoutée Plan d'action gouvernemental pour favoriser la participation de tous à l'essor du Québec 2008-2013*. Retrieved from <http://www.mifi.gouv.qc.ca/publications/fr/dossiers/PlanActionFavoriserParticipation.pdf>

⁷ CSE (2017). *Pour une école riche de tous ses élèves – S'adapter à la diversité des élèves, de la maternelle à la 5^e année du secondaire*. Summary and report retrieved from https://www.cse.gouv.qc.ca/type_de_publication/ecole-riche-eleves-50-0500/

⁸ MEES (2017), *op. cit.*, p. 57.

⁹ Charter of Human Rights and Freedoms, *op. cit.*, art. 1.

¹⁰ MIDI (2015). *Politique québécoise en matière d'immigration, de participation et d'inclusion. Glossaire p. 11*. Retrieved from <http://www.mifi.gouv.qc.ca/publications/fr/dossiers/GlossaireImmigrationParticipationInclusion.pdf>.

¹¹ MIDI (2015), *op. cit.*, p. 7.

¹² MEES (2017), *op. cit.*, p. 56.

¹³ MEES (2017), *op. cit.*, p. 29.

¹⁴ CSE (2017), *op. cit.*, summary p. 1.



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