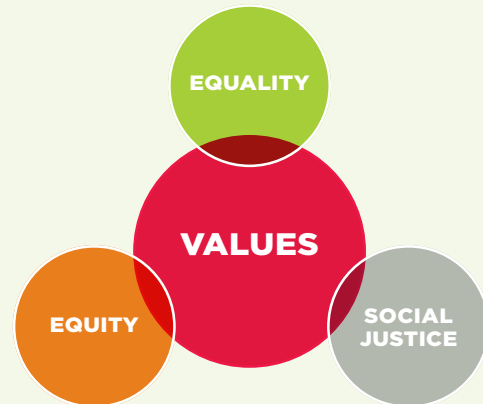




VALUES

The values that guide the actions of A *Montréal School for All* are equality, equity and social justice. Their implementation helps to reduce the gaps in academic success and perseverance.



(Diagram produced from MEES, 2020¹, p. 4)

EQUALITY

“All human beings are equal in worth and dignity.”
(Québec Official Publisher, 2020², preamble)

The notion of true equality in value and dignity enshrined in the Québec Charter of Rights and Freedoms implies equality in the **recognition and the exercise of rights and freedoms** for everyone*:

“Every person has a right to full and equal recognition and exercise of his human rights and freedoms, without distinction, exclusion or preference based on 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.

Discrimination exists where such a distinction, exclusion or preference has the effect of nullifying or impairing such right.” (Québec Official Publisher, 2020³, art. 10)

“**Equality** means that students have equal opportunities for success.” (MEES, 2020⁴, p. 4)

According to a principle of non-discrimination, “no child should be treated unfairly on any basis. Children should not be discriminated against based on their race, religion or abilities; what they think or say; the type of family they come from; where they live, what language they speak, what their parents do, what gender they identify with, what their culture is, whether they have a disability or whether they are rich or poor.”
(Government of Canada, 2017⁵, art. 2)

“The object of an affirmative action program is to remedy the situation of persons belonging to groups discriminated against in employment, or in the sector of education or of health services and other services generally available to the public. An affirmative action program is deemed non-discriminatory if it is established in conformity with the Charter.”
Québec Official Publisher (2020). *op. cit.* art. 86

In short, acting in favour of **equality in education** means to:

- Recognize that all* human beings are equal, without exception
- Recognize that everyone can exercise their rights and freedoms, including the right to quality education
- Identify the grounds for discrimination and remove the barriers that compromise learning and educational success

¹ MEES (2020). *Reference Manual for Intervention in Disadvantaged Areas*. Retrieved from http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/Referentiel-milieu-defavorise-AN.pdf

² 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>

³ *Ibid.*

⁴ MEES (2020). *op. cit.*, p. 4.

⁵ Government of Canada (2017). Rights of Children. Retrieved from <https://www.canada.ca/en/canadian-heritage/services/rights-children.html>

⁶ Québec Official Publisher (2020). *op. cit.*, art. 86



EQUITY

In the policy on educational success, the Ministry defines equity: “[...] equity and equal opportunity require that we consider the gaps between success rates for different groups of students and take measures to reduce them as much as possible.

Success rates are significantly lower among:

- boys,
- students with handicaps, social maladjustments or learning difficulties,
- students in disadvantaged areas and first-generation immigrant students.”
(MEES, 2017⁷, p.33)

“Fairness means that the differences and needs of all students are reflected in the services offered and choice of interventions.” (MEES, 2020⁸, p. 4)

“Equity, which consists in treating individuals in a manner that takes into account their different needs, is a widely shared value. As such, it figures prominently as one of the values contained in key ministerial documents. And rightly so, as equity often characterizes those education systems generally regarded as the most efficient. Achieving and maintaining it, however, can be an exacting goal, as equity does not develop organically, nor is it ever permanently gained. In order to safeguard the democratic access to quality education for all, it is imperative to remain vigilant.”

(CSE, 2016⁹, Summary, p. 1)

“[...] the right to education is a requirement of equality. For this ideal to materialize, the system must accommodate a diversity of profiles and skills and recognize their value. More precisely, it is not for the child who enters school to adapt to demands that are unfamiliar, but for the school system to put in place conditions that allow for everyone to push the development of their potential to the maximum.”
(CSE, 2016¹⁰, p. 26)

In short, acting in favour of **equity in education** means to:

- Guarantee equal access to a quality education for all children and students
- Become aware of the success gaps between groups of students and work to reduce these gaps
- Identify the reasons for discrimination and remove the barriers that compromise learning and educational success
- Take into account the multiple realities which affect all stakeholders
- Redistribute resources, ensure access to means (practices, services, guidance and support, etc.) and adapt these means by taking into account the resources, interests, aspirations and needs of everyone

⁷ 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

⁸ MEES (2020). *op. cit.*, p. 4.

⁹ CSE (2016). *Steering the Course Back to Equity in Education*. Report on the State and Needs of Education 2014-2016. Summary and report retrieved from <https://www.cse.gouv.qc.ca/wp-content/uploads/2016/10/50-0494-SU-cap-sur-lequite-REBE-2014-2016.pdf>

¹⁰ *Ibid.*



SOCIAL JUSTICE

For the United Nations, "social justice is an underlying principle for peaceful and prosperous coexistence within and among nations. We uphold the principles of social justice when we promote gender equality, or the rights of indigenous peoples and migrants. We advance social justice when we remove barriers that people face because of gender, age, race, ethnicity, religion, culture or disability." (United Nations, 2020¹¹)

In its reference manual for intervention in disadvantaged areas, the Ministry defines social justice as : "... a principle based on equal rights and opportunities for success, without discrimination, and on collective solidarity to ensure that resources are allocated as fairly and evenly as possible. Equality and fairness are key aspects of social justice." (MEES, 2020, p.4)

"Social justice in education is founded on the following principles:

- 1) equity, i.e. justice, equal access to quality education, an equal opportunity to learn, and the capacity to succeed at high levels;
- 2) activism, such as full active citizenship, an understanding of the world, the capacity to act and change unjust situations, and
- 3) social literacy, which unfolds through the development of social skills, knowledge, and positive human values, and in the desire and ability to act in a positive and responsible manner (Ayers, Quinn and Stovall, 2009)."

[Translation] "Equity in systems and in political, economic, and social structures, particularly with regard to the exercise of power, the sharing of wealth and resources, and the recognition of all manners of diversity lead to social justice. The moral values of equality, justice, democracy, equity and respect, and the full participation of all contribute to this ideal of justice." (Archambault and Harnois, 2010¹², p. 3)

In short, acting in favour of **social justice in education** is to:

- Stand up for equality for all*
- Enable everyone to realize their full potential
- Act in favour of equity
- Recognize, respect and value the diversity of people
- Develop attitudes for living together in favour of equality, equity and social justice
- Encourage full participation from everyone in the school
- Reduce educational inequalities by removing barriers to learning and educational success linked to diversity markers (social conditions, ethnic origin, etc.)
- Overcome discrimination, exclusion, preferences in favour of individuals or groups of individuals at the expense of others within the school
- Mobilize all stakeholders* (school, family, community) and act collectively in favour of equality, equity and social justice

"Educational settings are also expected to play a societal role. We expect them to promote equal opportunity and social equity, counter exclusion and various forms of violence, help fight poverty and integrate newly arrived immigrants into the community." (MEES, 2017¹³, p. 15)

The school can take action to promote greater equity, inclusion and social justice to ensure the educational success of all learners from Montréal's disadvantaged areas.

***All/everyone/stakeholders:**
children, students, families, school personnel

¹¹ United Nations. (2020). Social Justice. Retrieved from <https://www.un.org/en/observances/social-justice-day>

¹² Archambault, J., et L. Harnois (2010). *La justice sociale en éducation : les faits saillants tirés de la littérature scientifique et professionnelle*. Montréal, Université de Montréal et Programme de soutien à l'école montréalaise. From: Social Justice in Education Translation: Lynn Travers, Revision: A Montréal School for All, 2018. Retrieved from <https://ecolemontrealaise.info/wp-content/uploads/2020/10/Archambault-Harnois-2010-SocialJusticeEducation.pdf>.

¹³ MEES (2017). *op. cit.*, p. 15.



Ministère de l'Éducation

600, rue Fullum, 10^e étage, Montréal (Québec) H2K 4L1
Téléphone : 514 873-0041

ecolemontrealaise@education.gouv.qc.ca | ecolemontrealaise.info