

REFLECTION TOOL FOR AN ENGAGED SCHOOL TEAM

MEASURES THAT MAKE A DIFFERENCE IN DISADVANTAGED AREAS

THE INTENTION OF THIS TOOL IS TO SUPPORT A REFLECTION WHEN CHOOSING THE MEANS FOR YOUR EDUCATIONAL PROJECT.

It is supported by research-based characteristics of high-performing schools in disadvantaged areas. These characteristics are highly mobilizing, both for the educational community and for the students. From this perspective, the characteristics of high-performing schools offer the opportunity to examine your means in a new light :

- A clear and shared vision
- A safe environment
- A strong focus on learning
- A moral and ethical leadership based on social justice
- Collaboration and teamwork
- A school organization that supports learning
- Relationships with parents
- Relationships with the community
- Professional development
- Using data to lead

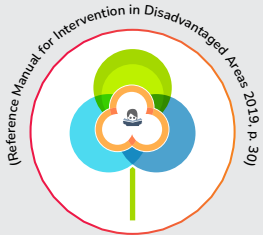
Several interventions are in place in schools. How can we ensure that they have the desired effects on student learning?

The questions suggested in this tool place the student at the core of the interventions. They are influenced by values of **equality, equity** and **social justice**. They are also based on our belief in the **educability of all students** and our **ability to influence learning**. This tool takes into account the importance of collaboration between stakeholders in the educational community and the correlation of targeted interventions. The means chosen must consider the various environments in which the student evolves, namely the school, family and community.

When a means is chosen, is it considered effective in the scientific literature or in valid and credible research? What data does it rely on?

“The model also shows five key components known to have the potential to enhance the impact of actions taken by schools with students from disadvantaged areas.”

(Reference Manual for Intervention in Disadvantaged areas, 2019, p. 29)



“The first step in reducing inequality in educational success is to find a way to remove the obstacles that stand in the way of success for all students. Through actions that have been shown to have positive impacts, schools in disadvantaged areas can take steps to improve their learning environment and the potential for learning for all students.”

(Reference Manual for Intervention in Disadvantaged Areas 2019, p. 29)

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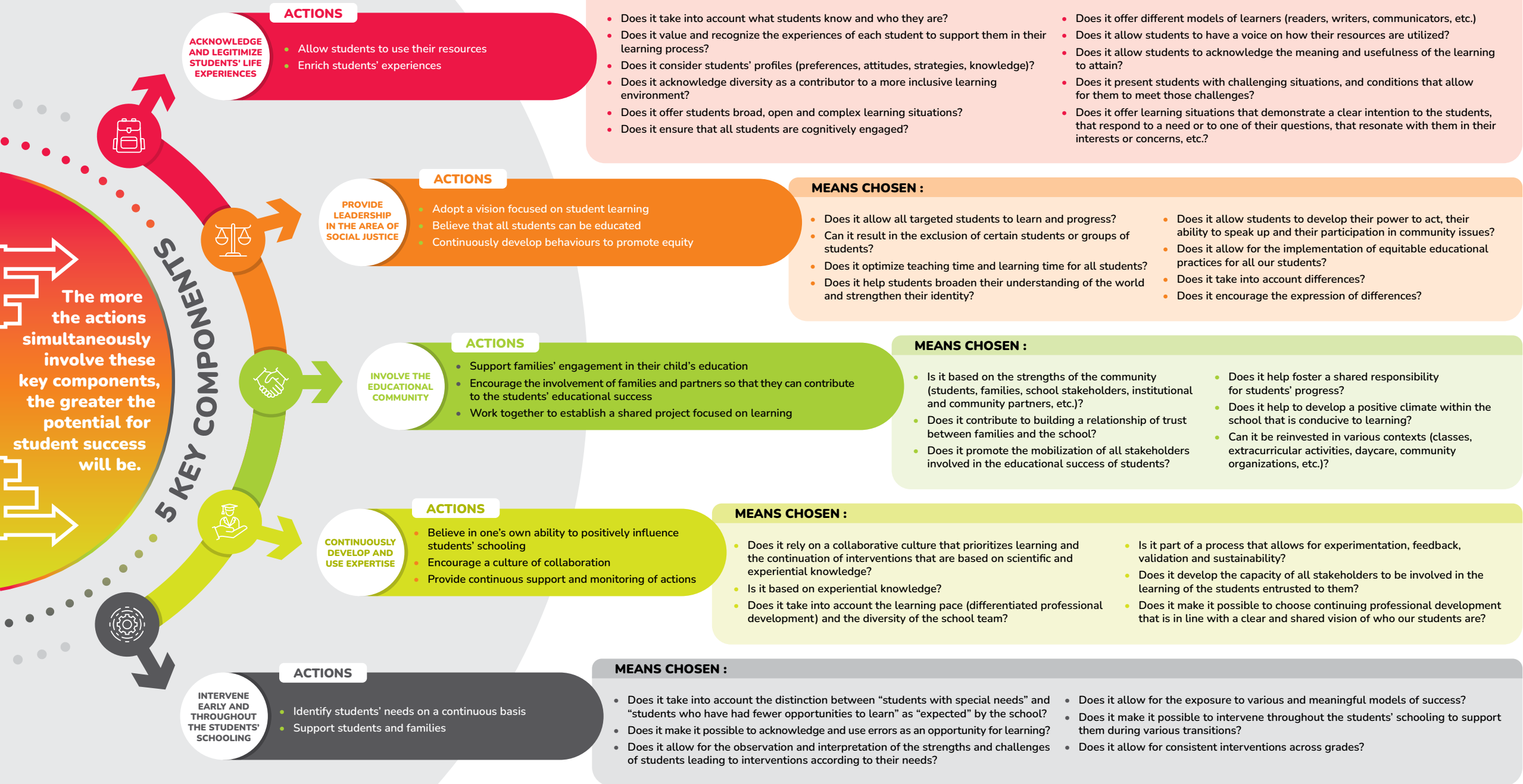
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Tool created by A Montreal School for All/Une école montréalaise pour tous, in collaboration with the IMD/Team from MEQ

AVENUES FOR REFLECTION



TO GO FURTHER IN YOUR REFLECTION :

Add "in what way" or "how" in front of each question.