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

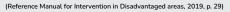
- A school organization that supports learning
- Relationships with parents
- Relationships with the community
- Professional development
- Using data to lead

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."





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

ACTIONS

ACKNOWLEDGE AND LEGITIMIZE STUDENTS' LIFE **EXPERIENCES**

- Allow students to use their resources
- Enrich students' experiences

MEANS CHOSEN:

- Does it take into account what students know and who they are?
- Does it value and recognize the experiences of each student to support them in their
- Does it consider students' profiles (preferences, attitudes, strategies, knowledge)?
- Does it acknowledge diversity as a contributor to a more inclusive learning
- Does it offer students broad, open and complex learning situations?
- Does it ensure that all students are cognitively engaged?

- Does it offer different models of learners (readers, writers, communicators, etc.)
- Does it allow students to have a voice on how their resources are utilized?
- Does it allow students to acknowledge the meaning and usefulness of the learning
- Does it present students with challenging situations, and conditions that allow for them to meet those challenges?
- Does it offer learning situations that demonstrate a clear intention to the students, that respond to a need or to one of their questions, that resonate with them in their interests or concerns, etc.?

ACTIONS

PROVIDE LEADERSHIP IN THE AREA OF **SOCIAL JUSTICE**

- Believe that all students can be educated
- Continuously develop behaviours to promote equity

MEANS CHOSEN:

- Does it allow all targeted students to learn and progress?
- Can it result in the exclusion of certain students or groups of
- Does it optimize teaching time and learning time for all students?
- Does it help students broaden their understanding of the world and strengthen their identity?
- Does it allow students to develop their power to act, their ability to speak up and their participation in community issues?
- Does it allow for the implementation of equitable educational practices for all our students?
- Does it take into account differences?
- Does it encourage the expression of differences?

COMPONENTS The more the actions simultaneously involve these key components, the greater the potential for

student success

will be.

ACTIONS

- Support families' engagement in their child's education
- Encourage the involvement of families and partners so that they can contribute to the students' educational success
- Work together to establish a shared project focused on learning

MEANS CHOSEN:

- Is it based on the strengths of the community (students, families, school stakeholders, institutional and community partners, etc.)?
- Does it contribute to building a relationship of trust between families and the school?
- Does it promote the mobilization of all stakeholders involved in the educational success of students?
- Does it help foster a shared responsibility for students' progress?
- Does it help to develop a positive climate within the school that is conducive to learning?
- Can it be reinvested in various contexts (classes, extracurricular activities, daycare, community organizations, etc.)?



USE EXPERTISE

ACTIONS

- Believe in one's own ability to positively influence students' schooling
- Encourage a culture of collaboration
- Provide continuous support and monitoring of actions

MEANS CHOSEN:

- Does it rely on a collaborative culture that prioritizes learning and the continuation of interventions that are based on scientific and experiential knowledge?
- Is it based on experiential knowledge?
- Does it take into account the learning pace (differentiated professional development) and the diversity of the school team?
- Is it part of a process that allows for experimentation, feedback, validation and sustainability?
- Does it develop the capacity of all stakeholders to be involved in the learning of the students entrusted to them?
- Does it make it possible to choose continuing professional development that is in line with a clear and shared vision of who our students are?

ACTIONS

INTERVENE **EARLY AND** THROUGHOUT THE STUDENTS' **SCHOOLING**

Identify students' needs on a continuous basis

INVOLVE THE

EDUCATIONAL

COMMUNITY

Support students and families

MEANS CHOSEN:

- · Does it take into account the distinction between "students with special needs" and "students who have had fewer opportunities to learn" as "expected" by the school?
- Does it make it possible to acknowledge and use errors as an opportunity for learning?
- Does it allow for the observation and interpretation of the strengths and challenges of students leading to interventions according to their needs?
- Does it allow for the exposure to various and meaningful models of success?
- Does it make it possible to intervene throughout the students' schooling to support them during various transitions?
- Does it allow for consistent interventions across grades?

TO GO FURTHER IN YOUR REFLECTION:

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