



Supporting MONTRÉAL SCHOOLS PROGRAM

One of the lines of action of the education reform: Supporting Montréal schools with students from disadvantaged neighbourhoods

Objective: To promote the personal and educational success of students from disadvantaged neighbourhoods, while taking into account their needs and characteristics, and contributing to the creation of a committed education community

Compulsory measures to be included in the success plan	PEDAGOGICAL PRACTICES	THE GUIDANCE-ORIENTED APPROACH	PROFESSIONAL DEVELOPMENT	ACCESS TO CULTURAL RESOURCES	COOPERATIVE LINKS BETWEEN THE SCHOOL, THE FAMILY AND THE COMMUNITY							
<p>Factors contributing to the quality of actions taken for each measure</p> <p>General guideline — Ensure teacher participation in actions taken regarding students and their parents</p>	<p>1. Adapted actions Adapt actions to students experiencing difficulty in school, taking into account their needs and characteristics, in order to promote their success.</p> <p>2. Development of the reading competency Ensure that emergent reading and writing are introduced at the preschool level and that the necessary conditions for optimal progression of the reading competency at the elementary level are put in place.</p> <p>Measure 1: Actions adapted to the needs and characteristics of students from disadvantaged neighbourhoods, in particular those experiencing difficulty in school</p> <ul style="list-style-type: none"> Consider factors that ensure the effectiveness of the actions: <ul style="list-style-type: none"> prevention support and follow-up according to the needs identified differentiated instruction flexibility and diversification in the organization of teaching and services cooperation and partnership among all contributors, including parents <p>Person in charge: Hélène Bouchard</p> <p>Measure 2: Development of the reading competency</p> <ul style="list-style-type: none"> Consider the different functions of reading throughout the student's schooling (preschool and elementary school). Ensure a variety of actions (e.g. interactive, shared, guided reading). Involve all contributors (e.g. teachers, daycare centres, parents, partner organizations) to ensure that the actions taken are effective. <p>Person in charge: Michèle Drolet</p>	<p>3. Continue implementing the guidance-oriented approach.</p> <p>Measure 3: The guidance-oriented approach</p> <ul style="list-style-type: none"> Ensure that the school team adheres to the approach and develop a joint project. Help students develop a vision of their future (e.g. learning to know themselves, recognizing their aptitudes and interests with regard to occupations, taking on projects). Explain the connections between the various possible vocational paths and the subject areas, cross-curricular competencies and broad areas of learning. Inform parents and encourage their participation. Establish links with social partners in the community. <p>Person in charge: France Gadoury</p>	<p>4. Ensure the professional development of school administrators and the school team.</p> <p>Measure 4: Professional development</p> <ul style="list-style-type: none"> Analyze the professional development needs of all school staff in relation to the priorities established for student progression and educational success. Choose means according to the objectives pursued, the needs of the staff concerned and the resources available. Examples: work and discussion groups within the school (according to cycle, interests or subject); networks outside the school; peer coaching; internal or external support and guidance; cooperative development groups for school administrators, education consultants or staff in educational services. Encourage collaboration with universities. Encourage and support concrete applications resulting from the professional development activities undertaken. <p>Person in charge: Jean Archambault</p>	<p>5. Instill in students a taste for the arts and sciences and promote visits to cultural organizations. Enrich education by creating links between classroom teaching, cultural objects and people involved in the arts and sciences.</p> <p>Measure 5: The <i>Jeune public</i> model</p> <ul style="list-style-type: none"> Funding specific to <i>Jeune public</i> (\$15 per student) will be added to the basic funding available for other measures. This amount, however, is not transferable. There should be at least one visit per student to a cultural organization. Ideally, schools should provide a balance of artistic and scientific activities. Activities must be chosen from the <i>Jeune public</i> directory for 2003-2004. <p>Person in charge: André Bourassa</p>	<p>6. Collaboration with parents Implement measures to effectively facilitate closer ties between schools and families and to promote the collaboration of parents in their children's educational success.</p> <p>7. Collaboration with the community Ensure that participants from the school and family and other community partners (community, social, cultural, institutional and economic organizations) work together to put in place the conditions necessary for the students' overall development.</p> <p>Measure 6: Cooperative links with parents</p> <ul style="list-style-type: none"> Encourage parents to participate in any way they can. Ensure the diversification of forms of collaboration. Establish links to the other measures in the Program. Encourage teachers to establish relationships with families. Offer activities on a regular basis. Adapt services and activities to the needs of immigrant families. <p>Measure 7: Cooperative links with the community</p> <ul style="list-style-type: none"> Take stock of the situation. Ensure the diversification of forms of collaboration with the network of partners. Collaborate with partners regularly. Ensure that the various actions complement one another so as to better meet the needs identified. Identify and promote the resources in the community. <p>Person in charge: Kathleen Larkin</p>							
<p>The professional team</p>	<p>Program coordinator: Chantale Richer richerc@csgm.qc.ca 596-7977, ext. 7974</p>		<p>For French elementary schools: Jean Archambault jarchambault@csgm.qc.ca 596-7977, ext. 7992 Hélène Bouchard bouchardh@csgm.qc.ca 596-7977, ext. 6165 Michèle Drolet droletm@csgm.qc.ca 596-7977, ext. 7973 France Gadoury gadouryf@csgm.qc.ca 596-7977, ext. 7991</p>		<p>For English elementary schools: Françoise Binamé binamef@csgm.qc.ca 596-7977, ext. 7981</p> <p>For access to cultural resources (<i>Jeune public</i> model and <i>innovative models</i>): André Bourassa bourassaa@csgm.qc.ca 596-7977, ext. 7976</p>		<p>For collaboration with parents (Measure 6) and collaboration with the community (Measure 7): Kathleen Larkin larkink@csgm.qc.ca 596-7977, ext. 7975</p>		<p>Secretaries: Louise Marchand marchandlo@csgm.qc.ca 596-7977, ext. 7994 Manon Tremblay tremblayman@csgm.qc.ca 596-7977, ext. 7990</p> <p>Address: 3737, rue Sherbrooke Est, aile Est, 3^e étage Montréal (Québec) H1X 3B3</p> <p>Fax: 596-6356</p>			
<p>Applied research initiatives</p>	<p>Key points for 2003-2004</p> <ul style="list-style-type: none"> An applied research initiative is the development of an intervention model designed to influence student learning or educational practices. An applied research initiative is a way of encouraging research and development and supporting change. Three types of support are offered: professional resources, technical support and financial support. 			<p>Innovative models related to access to cultural resources</p> <ul style="list-style-type: none"> The purpose of the <i>innovative models</i> is to favour the implementation of innovative teaching using cultural resources (cultural venues, artists and scientists). Several models have been proposed and funded in partnership with the Ministère de la Culture et des Communications, the cities, the Commission de la Capitale Nationale, cultural organizations, and so on. These models and their guidelines are described in the 2003-2004 directory of <i>innovative models</i>. Additional funding will be given for <i>innovative models</i> accepted, over and above the funding of \$15 per student provided by the <i>Jeune public</i> program. 								
<p>Collective services to schools and their partners</p>	<p>Support by the professional team:</p> <ul style="list-style-type: none"> support for school administrators and school teams, in particular in understanding the Supporting Montréal Schools Program, analyzing their situation, integrating the measures into their overall planning, and understanding disadvantaged neighbourhoods and the most effective actions support for the evaluation of results and intervention procedures specific support for applied research initiatives 		<p>Establishment of professional development networks:</p> <ul style="list-style-type: none"> cooperative development groups teacher networks networks of people responsible for establishing relationships with families and the community <p>Other services:</p> <ul style="list-style-type: none"> Banque interrégionale d'interprètes (RRSSS de Montréal-Centre) Web site: <www.meq.gouv.qc.ca> Click on <i>Éducation préscolaire, enseignement primaire et secondaire</i> Click on <i>Programme de soutien à l'école montréalaise</i> 		<p>To come:</p> <ul style="list-style-type: none"> A list of available tools (videos, directories, guides, results obtained) will be distributed in the fall of 2003 to all schools targeted by the Supporting Montréal Schools Program. A collection of promising projects implemented in the past three years will also be available in the fall of 2003 on the MEQ's Web site under "Programme de soutien à l'école montréalaise." 		<p>Coming events:</p> <ul style="list-style-type: none"> September 19, 2003 Meeting with the administrators of targeted schools and the members of the Coordinating Committee in order to discuss certain topics March 29, 2004 Seminar organized by the Supporting Montréal Schools Program and New Approaches, New Solutions, Montréal region 					