

TOWARD A SCHOOL ENRICHED BY ALL ITS STUDENTS



Adapting to Student Diversity, From Kindergarten to Secondary 5

THREE BROAD PRINCIPLES TO CONSIDER

- ▶ **CONSIDER STUDENT DIVERSITY AS A WHOLE** AND OFFER **INCLUSIVE EDUCATION TO ALL**
- ▶ **UPHOLD STRINGENT REQUIREMENTS** FOR EVERY STUDENT AND PERSEVERE IN THE **QUEST FOR SOLUTIONS** UNTIL SUCCESS
- ▶ **PROACTIVELY REMOVE LEARNING BARRIERS** AND **PRIORITIZE COLLECTIVE RESPONSES** THAT CAN MEET INDIVIDUAL NEEDS

GUIDELINE 1	GUIDELINE 2	GUIDELINE 3	GUIDELINE 4	GUIDELINE 5	GUIDELINE 6
Place students at the centre of an inclusive education for all: know them, recognize them and follow their progress.	Inject flexibility and creativity in educational pathways.	Prioritize the search for collective solutions in meeting individual needs.	Facilitate collective thinking centred on pedagogical analysis to guide all students toward their success.	Reaffirm the goals of inclusiveness and promote diversity.	Expand the field of possibilities.

This icon indicates that these actions must be backed by management practices and an organizational structure beyond just the school level.

Recommendations to school teams

<p>Establish mechanisms that enable members of the school team to:</p> <ul style="list-style-type: none"> ▶ fully know every student; ▶ plan activities that strengthen the bonds between students and adults; ▶ pair up each student with an adult in the school with whom the student can form a bond of trust; ▶ facilitate the sharing of information and coordination of actions; ▶ inform and welcome parents and tap into the knowledge they have of their child; ▶ learn about available resources in the community and request them in order to jointly contribute to the student's success. 	<p>Offer assistance as soon as difficulties are apparent, without first waiting for failure, and continue searching for solutions in guiding each student to his or her success.</p> <p>Manage time differently to make necessary adjustments (upgrading, subgrouping of needs, etc.) to all students' schedules and provide a collective response to the diversity of student needs.</p> <p> Leverage existing manoeuvring room in adapting educational pathways to the needs of students (at no additional cost to parents) while ensuring that they yield the expected "empowering" results.</p>	<p>Prioritize teaching and organizational practices that aim at removing pre-existing barriers to learning and supporting learning for all students.</p>	<p>Create a quality space and time devoted to collective reflective practice.</p> <p>Collectively refine pedagogical analysis.</p> <ul style="list-style-type: none"> Support the rollout of professional resources for school staff and the classroom. Reserve personalized help for students for whom these responses may be inadequate. Support the role of interactive and shared pedagogical leadership. Encourage, support, and assist with collective and collaborative professional development activities that are based on the expressed needs. 	<p>Review their school educational project to ensure it is part of a vision of an education inclusive of all students. This in essence entails reviewing the organization of special pedagogical projects so that they encourage educational and social diversity within each classroom.</p> <p> Ensure that updates to the system's frameworks clearly place school staff practices within the boundaries of inclusive education.</p>	
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Recommendations to the Minister of Education

	<p>Increase basic funding for Québec schools.</p> <p>Allocate a multi-year innovation budget (three to five years) to schools engaged in a vision of inclusive education.</p> <p>Formally recognize the general education acquired by students who have not obtained a secondary school diploma.</p>	<p>Ensure future digital educational frameworks are part of a vision of an education inclusive of all and aim for universal access.</p> <p>Act now on digital accessibility—in a searchable format—of teaching materials, notably by:</p> <ul style="list-style-type: none"> ▶ adding a clause on digital accessibility to the list of criteria for approving teaching materials as part of the goal of universal access; ▶ providing a management platform that would enable simultaneous digital loans to facilitate the borrowing of children's and teen literature; ▶ developing a business model with publishers of teaching material to secure rights to virtual access for all schools in the network. 	<p>Realign the required professional skills of school staff with the needs of an inclusive education.</p> <p>Financially support research on ways to make inclusive education a reality.</p> <p>Promote the transfer and leveraging of knowledge stemming from research as well as the sharing of experiential knowledge within school teams.</p>	<p>Conduct a public awareness campaign aimed at promoting an inclusive education and an inclusive society.</p> <p>Make inclusive education a clear orientation for the Québec education system by:</p> <ul style="list-style-type: none"> ▶ ensuring that the system's frameworks clearly support the goal of inclusive education; ▶ adopting budget rules that encourage inclusive education practices and discourage segregation and exclusion. • In the short term, streamline the code-approval process for releasing additional funding to free up professional staff from this time-consuming task. 	<p>Commit to a process of searching for solutions to issues with the following elements of the Québec education system:</p> <ul style="list-style-type: none"> ▶ social and educational diversity; ▶ financial resources; ▶ teachers' workload; ▶ school organization and structure, particularly at the secondary level; ▶ evaluation of learning, certification of studies and training pathways.
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Recommendations to institutions of higher learning and to the Comité d'agrément des programmes de formation à l'enseignement (CAPFE)

- 4** Ensure that **initial training programs** for school staff throughout the training continuum make room for **the acquisition of aptitudes, knowledge and competencies associated with the demands of an inclusive education.**

INSPIRATIONAL SCHOOLS THAT ARE ADAPTING TO STUDENT DIVERSITY

Concrete examples that have been implemented by the schools mentioned in the Brief: *Toward a School Enriched by All Its Students*

GUIDELINE 1

Place students at the centre of an inclusive education for all: know them, recognize them and follow their progress.

Concrete examples:

- ▶ Use dashboards and synthesis tools to share information that is likely to help the child's progress at school.
- ▶ Pair each student with an adult who will serve as a reference person for them throughout their schooling. Create mechanisms to follow up more frequently with students at risk.
- ▶ Develop the student-teacher relationship with activities outside the classroom that are recognized as part of the teachers' workload.
- ▶ Make use of the knowledge and skills of parents and community resources to support student learning. (Examples: shared reading between a student and an elderly person; a parent running a science activity for a group of students; involvement of municipal library staff or community organizations in reading-related activities).

GUIDELINE 2

Inject flexibility and creativity in educational pathways.

Concrete examples:

- ▶ Personalize schedules to create a space and time adapted to students' different needs. (Example: change the way periods are organized in order to create time in the schedule for remedial work, make-up time, subgroups of needs, specialized interventions or enrichment activities).
- ▶ Become more familiar with the different educational options available in order to adapt to the student. (Example: distance education, part-time schooling or reduced hours).
- ▶ Set up a room that is open to everyone (for relaxation or quiet time, group work, enrichment activities, etc.).
- ▶ Offer educational summer camps.

THE CONTINUUM OF AN EDUCATION INCLUSIVE OF ALL



SCHOOL INTEGRATION

With school integration, **special needs students are mainstreamed into a regular classroom, and are required to adapt** (using measures available to them). They must follow a given program and progress like any other student.

INCLUSIVE SCHOOL

In an inclusive school, **the school adapts to the special needs student**, so that he or she may fully participate in learning activities within the common environment of a regular classroom. This inclusion may be part-time or full-time. Differences are recognized, as is the fact that success can have different meanings for different students.

INCLUSIVE EDUCATION

In inclusive education, **the school seeks to adapt a priori to the diversity of students as a whole**. It also involves inclusive instruction or universal pedagogy. By tackling learning barriers, the school strives to develop every student's full potential based on his or her aptitudes and areas of interest as part of a vision of lifelong and life-wide learning.

Source : Conseil supérieur de l'éducation

GUIDELINE 3

Prioritize the search for collective solutions in meeting individual needs.

Concrete examples:

- ▶ Arrange the classroom to allow for simultaneous work: individual or team work, independent learning stations, isolated areas or equipment (Example: partitions, noise-cancelling headphones).
- ▶ Focus on providing assistance directly in the classroom. (Example: the resource teacher can work in collaboration with the teacher to develop activities and work with students in the classroom who have learning difficulties, while helping other students who may occasionally need similar help).
- ▶ Plan to give students with special needs extra time within the regular schedule (Example: plan a 45-minute exam in a 60-minute period). This reduces the number of special arrangements that need to be made, both for the student and for staff (room reservation, list of students concerned, additional supervision).
- ▶ Offer all students workshops on stress management, conflict management, or work methods.

GUIDELINE 4

Facilitate collective thinking centred on pedagogical analysis to guide all students toward their success.

Concrete examples:

- ▶ To foster a warm and supportive atmosphere within the school team, create friendly common spaces that allow for regular and sustained discussion.
- ▶ Reserve a time and space for quality collaborative work, making it part of the regular workload of all school staff.
- ▶ Systematically integrate time into the schedules of school professionals and teachers to plan services, focusing on interventions in the classroom. (Example: two Grade 1 teachers and the resource teacher have one joint free period a week to plan the support to be offered to students in the classroom).

GUIDELINE 6

Expand the field of possibilities.

Concrete examples:

- Adjust teachers' workloads to better respond to student diversity:
- ▶ Equitable tasks rather than identical tasks.
 - ▶ Diversified tasks rather than uniform tasks.
 - ▶ Assignment rules that foster a sense of belonging as well as stability of personnel.

GUIDELINE 5

Reaffirm the goals of inclusiveness and promote diversity.

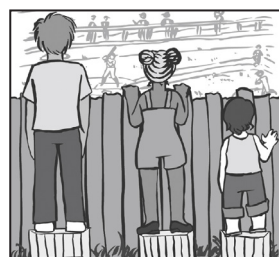
Concrete examples:

- ▶ Diversity is seen as a richness, not a problem. This vision is shared by all school staff and parents.
- ▶ The school is considered in terms of its distinctive characteristics (portrait of the situation). Solutions will therefore vary from one school to another. (Example: in a school that offers both Elementary Cycle Three and Secondary Cycle One, teachers facilitate the transition from elementary to secondary school by working together to align their pedagogical planning).
- ▶ Educational projects are offered to all students, and mixed groups are encouraged. (Example: a student having academic difficulties or facing failure in math can continue the basketball program, while receiving support from a resource teacher to avoid getting too far behind).

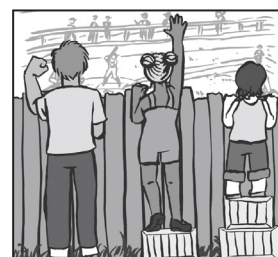


The illustration below shows how eliminating barriers beforehand can pave the way to universal access.

GUIDELINE 3



EQUALITY



EQUITY



UNIVERSEL ACCESS

Source : Conseil supérieur de l'éducation, based on an original idea by Craig Froehle, illustrated by Marie Lebossé-Gautron.