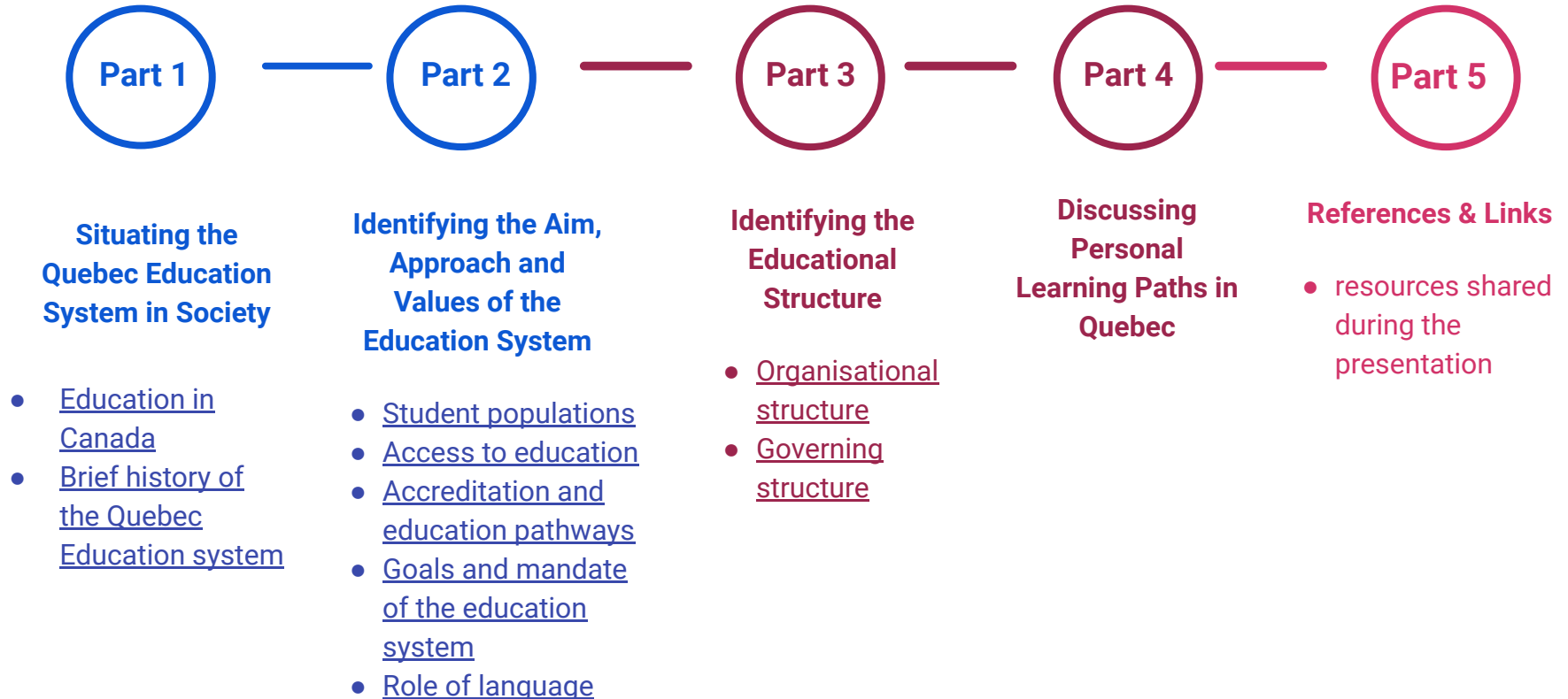


Bienvenue!

The newbie's guide to le système d'éducation chez nous

Table of Contents - Linked



Hello! Nice to meet you...



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[PROCEDE](#)

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Hi there. What are we doing today?

Overview

- History of the education system
 - Goals and mandate of the education system
 - Access to education & Education pathways
 - Role of language
 - Governing and Organisational structure
 - Personal pathways
- 

Nifty, Sounds Fun. Why are we doing this?

Learning goals

- identify values and goals of Quebec's education system
 - identify structure and stakeholders of Quebec's education system
 - identify education paths and results
 - recognize the role of language in Quebec education
 - recognize government websites as resources
- 

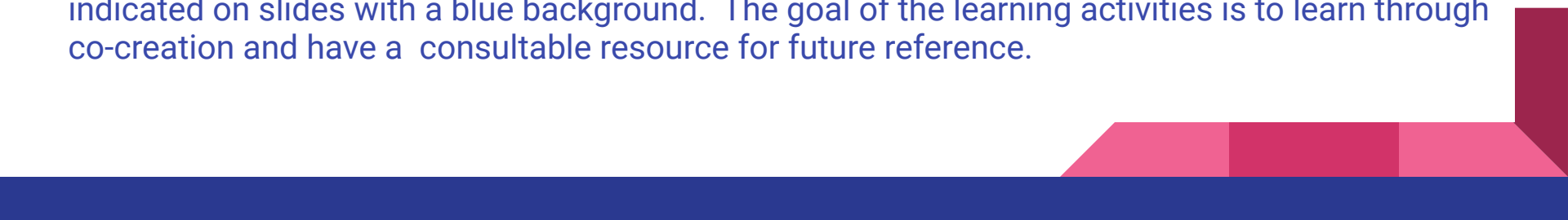
Makes sense. How is this going to work?

Workshop organisation

The workshop is 2 hours, with a 10 min break in the middle. We have a warm-up at the beginning to get out head in the mood, and wrap-up part to summarise our learning. The main part of this workshop is broken up into 4 main parts, where we will go over different topics associated with the quebec education system

- part 1: Situate the Quebec education system in society
- part 2: Identify values, goals and approaches of the education system
- part 3: Identify the Quebec education structure
- part 4: Examine personal educational pathways

Each part will have a presentation of the topic, then a learning activity. The learning activities are indicated on slides with a blue background. The goal of the learning activities is to learn through co-creation and have a consultable resource for future reference.



Cool Beans. Are you going to share this presentation?

Absolutely!

- use the QR code to access this presentation
- you will have learning activities that will create a consultable resource for you



Um, what if I have to...

You can connect to the **wifi network** with your **student credentials**

The **washroom** is **back down the hall** at the top of the stairs

Please put your **phone on silence**. If you need to take a call, no worries! Just step into the hall

Please feel free to **ask questions and contribute** to the session. You can raise your hand or just talk, just remember to not talk over someone else!





Questions?

The top right corner of the slide features a decorative arrangement of overlapping triangles in various shades of blue, including dark blue, medium blue, and light blue.

**Right on,
Leprechaun.**

Let's get started!

Land Acknowledgement

We would like to begin by acknowledging that Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka Nation is recognized as the custodians of the lands and waters on which we gather today. Tiohtià:ke/Montréal is historically known as a gathering place for many First Nations. Today, it is home to a diverse population of Indigenous and other peoples. We respect the continued connections with the past, present and future in our ongoing relationships with Indigenous and other peoples within the Montreal community.

source: <https://www.concordia.ca/indigenous/resources/territorial-acknowledgement.html>

Diversity and Inclusion

We want to respect and celebrate the differences that make each of us unique. We will make the effort to be inclusive in our words, actions and interactions with each person here. We will use gender-neutral pronouns unless you specify otherwise. We will not assume cultural knowledge. We aim to create a safe, non judgemental space to share information and experiences.



Warm up

Let's get our head in
the right space!

Ice breaker activity: First Day of School

You are going to your first day of school here in Quebec as a student - Bienvenue! You are sitting in class and you have to participate in the get to know you activity. To do this, you will:

- Take the teacher blue pen (more on the cultural significance of that later)
- Tell us your name
- Where you are from
- What you would bring with you



BUT

- The item you bring has to start with the last letter of the item from the person before you.
- When you are done, toss (lightly) or pass the teacher blue pen to the next person - your choice!

Goal: Get everyone to relax and experience the pedagogical approach of the Quebec education system

A photograph of a classroom with rows of wooden chairs and white desks. The chairs are arranged in a grid pattern, and the desks are white with metal frames. The background is slightly blurred, showing more rows of desks and chairs.

Your name

Where you are from

**What you would
bring with you to
your first day of
school - starts with
the last letter of the
object before you**



**Welcome,
tout le monde!**

Part 1

Situate the Quebec Education System in Society

Presentation

- Education in Canada
- Brief history of the Quebec Education system

Activity

- Community Bulletin Board of your questions



Activity: Community Bulletin Board



Take a moment to think about things that you want to know about the Quebec Education System. It could be because you want to work there, or because you might want to pursue a different diploma, or send your kids to school! Write down your questions. As we go through this workshop, we will cover a lot of topics and hopefully answer many of the questions. At the end, there will be time to answer any of the ones not covered in the contents of this workshop.



Create a consultable resource for you, Ensure we are answering your questions and experience the pedagogical approach of the Quebec Education system

Activity: Community Bulletin Board

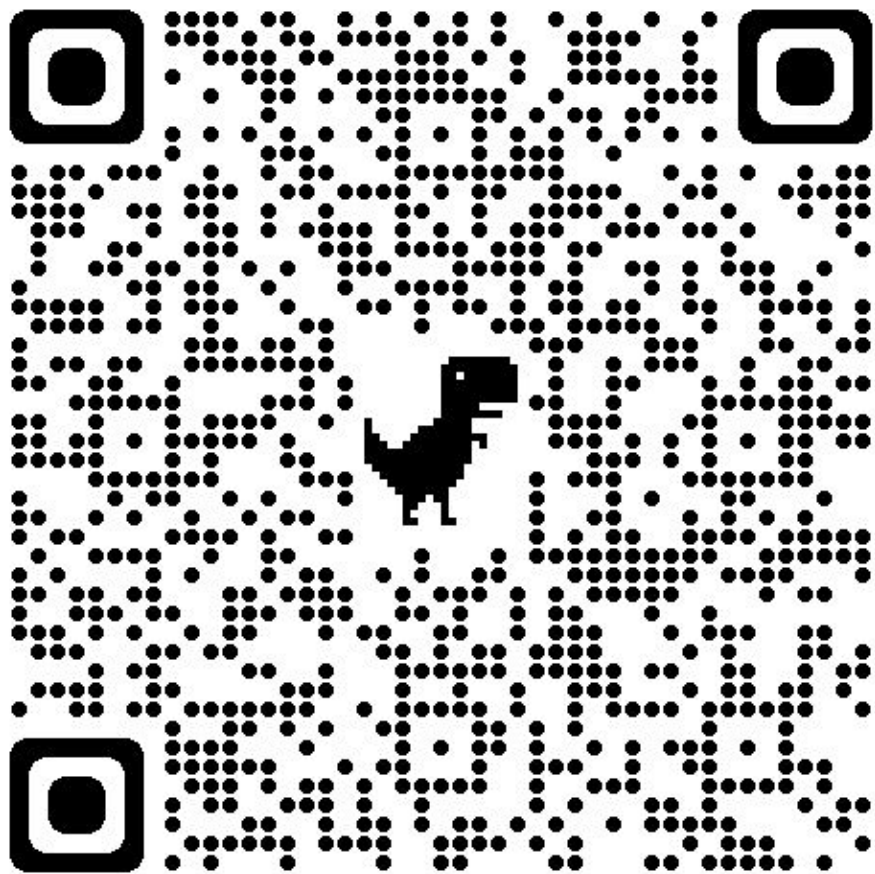


analog

1. On the post-it note, write down your question.
2. You can add your name, or leave it anonymous. Your choice!
3. You can ask as many questions as you want. One post-it note per question.
4. Place the sticky note on the poster.

DIGITAL

1. Access the padlet by clicking on the QR code on the next slide
2. Add you questions.
3. Read other questions and upvote them if you have the same question.



Education in Canadian Society

Canada is a federal state - government power is divided up between national and provincial jurisdictions.

Powers are divided by the nature of the topic - general interest is federal; areas that reflect regional needs are provincial.



Created by Bence Bezeregy
from Noun Project



WHO IS IN CHARGE?



- Indigenous Laws
- Criminal Laws
- Income Taxes
- Military
- Regulations for National or Intl. Industries



- Education
- Family law,
- Health law,
- Labour standards,
- Social services
- Housing



History of Quebec Education

- After confederation, for the most part it was under the Department of Public Instruction (DPI), but organised and administered by the Catholic and Protestant religious orders.
- The 1960 Parent Commission made recommendation to correct issues that the education system faced:
 - low graduation rates
 - low university attendance of the francophone population
 - large discrepancy between men and women's levels of education
 - largely untrained teaching staff



History of Quebec Education

- The report reflected the values taking hold of Quebec society during the years of the Quiet Revolution: Education was a right, not a privilege.
- The education system need to be democratized to ensure equal opportunity for all. To do this, the government took over control of education and began to enact reforms.



Source: Wikipedia



The Parent Report: 7 major reforms

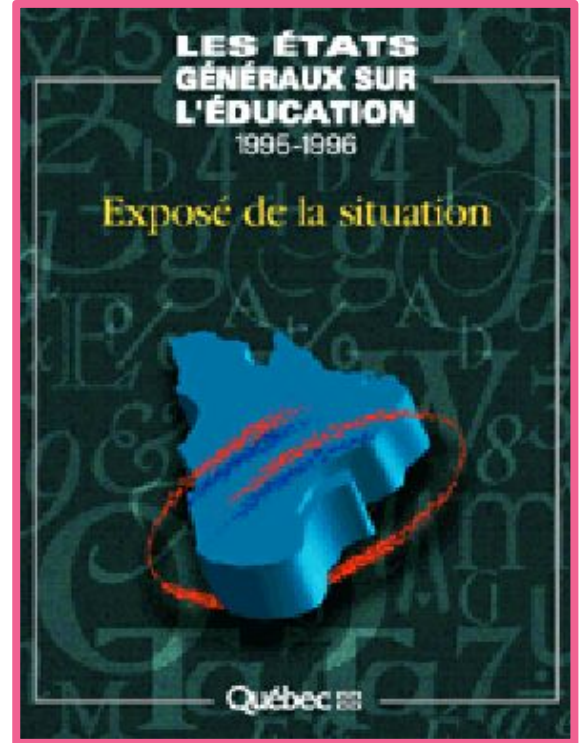
- Creation of the Ministry of Education
- Mandatory age was moved up one year to 16
- General education high schools and colleges were created
- School boards were reorganised (55)
- Teacher training was improved
- Access to university was increased



1995: The Estates General on Education

A large public consultation that asked Quebec society about the effectiveness of education in relation to its expectations.

- Education needed to update the curriculum to reflected the skills needed for a modern world.
- Needed more flexible system that could better respond to social change and scientific advancement in education.



source: BANQ.qc.ca



The Quebec Education Program (QEP)

- Divided core education into 3 parts
 - Preschool & Primary (subdivided into 4 cycles)
 - Secondary - first cycle
 - Secondary - second cycle
- Competency-based instruction and evaluation
 - subject specific
 - broad areas of learning
 - cross-curricular
- New policies on evaluation, special education, complementary services, and school administration.
- A major focus of this plan was language of instruction.



Main elements of the QEP

- furthered secularism
- rooted in a contemporary society and included a global outlook;
- focuses on mastering the language of instruction;
- targets development of three competencies throughout the student's learning:
 - learning competencies (metacognition)
 - general competencies (literacy, numeracy and executive functions)
 - subject-specific competencies
- makes room for the expertise of school personnel.



Part 2: Identify the Aim, Approach and Values of the Quebec Education System

Presentation

- Student populations
- Access to education
- Accreditation and education pathways
- Goals and mandate of the education system
- Role of language

Activity

- Education pathways and diplomas
-



STUDENT POPULATIONS (from Montreal)

Based on the Experiences of Lazaros



SOURCE by Jaume Plensa, 2017

Disclaimer: This is based on the experiences of Lazaros Kalipolidis during his teaching career from 2019-present (October 3rd, 2023). The groups that are presented paint a picture of the student groups the Lazaros has taught over these years and what he has noticed throughout. They do not reflect any one else's experiences in the field, including Robin Long and Concordia University.



**Teaching students:
DEMOGRAPHICS OF THE GREATER MONTREAL AREA**



Teaching students: FRANCOPHONE STUDENTS (from Québec)

Based on the Experiences of Lazaros



FRANCOPHONE STUDENTS (from Québec)

Characteristics and Educational Aspirations of Franco Students (QC):

Strong connection to Quebec's Francophone heritage due to upbringing.

Predominantly French-speaking, identify with cultural zeitgeist of the province.

Cultural Nuances and Educational Values:

- Emphasis on preservation of French language and Québécois cultural values
- Strong attachment to local traditions, historical narratives, and artistic expressions
- Value education for knowledge gain and contribution to cultural heritage
- Many participate in initiatives promoting Québécois culture.



Teaching students: ANGLOPHONE STUDENTS (from Québec)

Based on the Experiences of Lazaros



ANGLOPHONE STUDENTS

Characteristics and Educational Aspirations of Anglo. Students (QC):

Connection to Canada's heritage due to upbringing and media consumption.

Identify with Americanization and cultural identity.

Cultural Nuances and Educational Values:

- Emphasis on individualism due to the abundance of English around the world.
- Attachment to heritage depends usually on upbringing.
- Education as a means to an end in Globalization.
- Lack of participation in initiatives promoting Québécois culture.
(due to long history of Anglo. vs. Franco. mindsets)



Teaching students: NEWCOMER-FRANCOPHONE STUDENTS

Based on the Experiences of Lazaros



NEWCOMER-FRANCOPHONE STUDENTS

Characteristics and Educational Aspirations of Newcomer-Franco. Students (QC):

Connection to their own heritage due to upbringing and awareness of their physical differences (Reminders by teachers, admin., educators, guides, media)

Identify with the language as a basis.

Cultural Nuances and Educational Values:

- Emphasis on their heritage and due to how Québec (Gov) considers them
- Attachment to heritage depends usually on upbringing.
- Subcultures within QC Culture.



Teaching students: NEWCOMER-ANGLOPHONE STUDENTS

Based on the Experiences of Lazaros



NEWCOMER-ANGLOPHONE STUDENTS

Characteristics and Educational Aspirations of Newcomer-Anglo. Students (QC):

Connection to their own heritage due to upbringing and awareness of their physical differences (Reminders by teachers, admin., educators, guides, media)

Tend to identify with American and Anglo-Canadian Media and Content.

Cultural Nuances and Educational Values:

- Emphasis on their heritage and due to how Québec (Gov) considers them.
- Attachment to heritage depends usually on upbringing.
- Canadian first, Their heritage second, Quebecois third.



OTHER STUDENT COMMUNITIES

- Indigenous Communities
- 2LGBTQIA+ Communities
- Political Asylum Seekers and Refugees

Educators should **ALWAYS BE OPENED** to the reality of all students.

Educators learn just as much from students as they do they from you.

Inform yourself about the world. **THIS IS YOUR RESPONSIBILITY.**

HUMAN DEVELOPMENT IS PROFESSIONAL DEVELOPMENT.



Goals and Mandate of the Education System

Mission

To offer, throughout Québec, living environments that are conducive to educational success and to regular participation in physical, recreational and sports activities—living environment that are inclusive, healthy and respectful of people's needs and circumstances.

Vision

An inclusive education system that helps people succeed throughout their lives, an education system, backed by the commitment of its partners and stakeholders, that produces responsible, competent and creative citizens who are prepared for the digital world and fully engaged in a society where people of all ages regularly participate in physical, recreational and sports activities in a safe manner.

source: <https://www.quebec.ca/gouvernement/ministere/education/mission-et-mandats>



EDUCATION LAWS IN QUÉBEC:

A brief overview.



1. BILL 101

Also known as the Charter of the French Language.

Official Language:

Declares French as the official language of Quebec.

Language of Business and Workplaces:

Requires that businesses, including workplaces, use French in their operations. This includes communication, documentation, and signage.



1. BILL 101

Education:

Mandates that the majority of education in Quebec be conducted in French. It places restrictions on access to English-language education for non-eligible students.

Public Services:

States that government services, including healthcare, social services, and legal services, must be offered primarily in French. Some exceptions are allowed for certain communities.

Cultural Protection:

Aims to protect and promote the French language and Quebecois culture.

Included in all kinds of media.



2. BILL 96

OFFICIALLY TITLED:

"An Act respecting French, the official and common language of Québec."

- Its primary objective is to bolster the position and usage of the French language within the province.
- The bill encompasses a range of measures aimed at reinforcing the use of French across various sectors both public and private.
- introduces modifications to the Charter of the French Language (commonly referred to as Bill 101).

This demonstrates a concerted effort to modernize and adapt the legal framework surrounding language use in Quebec.



2. BILL 96

Controversy:

- The implementation of stricter language rules for businesses
 - Potential restrictions on access to English-language education
 - Legal challenges, concerns about its impact on cultural diversity,
 - Ongoing debates regarding linguistic and cultural minority rights.

For educators in Québec:

- Foundational educational and professional requirements is crucial for becoming a certified educator.
- Continuous professional development is emphasized as an essential aspect of maintaining high-quality educational standards in the province.
- Importance of ongoing learning and growth within the field.



PROFESSIONAL DEVELOPMENT AND JOB SEEKING TIPS

Based on the Experiences of Lazaros



WHAT YOU SHOULD KNOW AND WHAT YOU SHOULD HAVE:

1. Bilingualism
2. Teacher Certification
3. Education Degree and Specializations
4. Substitute Teaching
5. Familiarity with Quebec Curriculum
6. Tailored Applications
7. Classroom Experience
(Practicum, Volunteering, Summer Camp, etc.)



photo by Tima Miroshnichenko



Access to Education

It is a right, not a privilege.

It is about providing equal opportunity and differentiation depending on the individuals needs.

It reflects the needs and values of Quebec society.



source: <https://thenounproject.com/photo/sliced-cheesecake-on-a-rainbow-background-5rEe30/>



Access to Education

Flexible model that makes room for community needs:

- schools buildings are accessible to the community
- school boards have community governance
- support services ensure learning pathways are accessible (SI, SARCA)
- recognition of prior learning

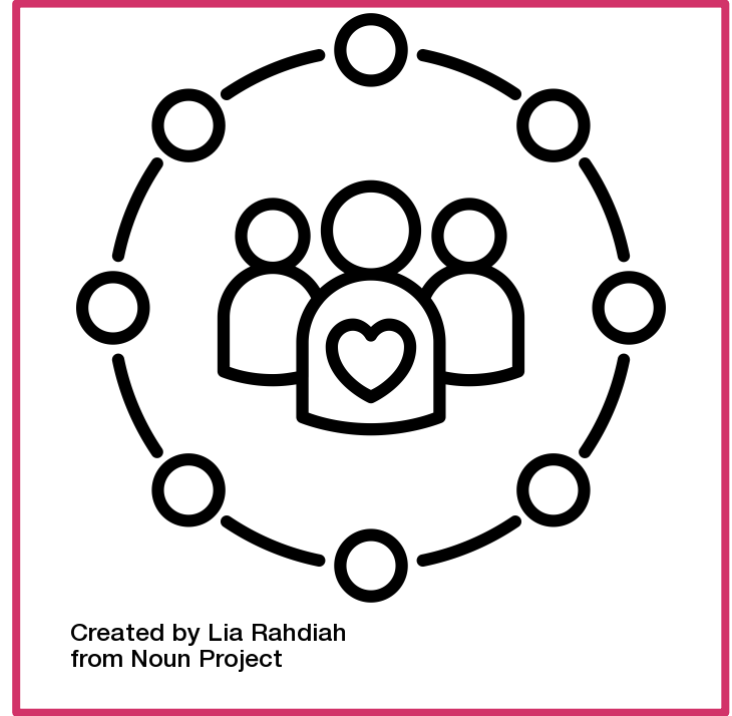


image source: <https://thenounproject.com/icon/community-2659/14/>



Recognition of Acquired Competency (RAC)

Core principles in professional training

Individual learning is considered as valid as school-based training.

- Individuals have a right to social recognition of their knowledge or competencies insofar as they are able to provide evidence that they possess them.
- Individuals should not have to redo in a formal educational setting any learning they may have already acquired in other contexts or other ways.
- Individuals should not have to gain further recognition for acquired competencies which have been carefully evaluated and sanctioned within an official system.

source: CÉRACFP website

The screenshot displays the CERACFP website's interface for the Recognition of Acquired Competencies (RAC). The header features the CERACFP logo and the RAC title. A navigation menu on the left lists sections: 'WHAT IS RAC?', 'STEPS IN THE PROCESS FOR IMMIGRANTS', 'PARTNERS ORGANIZATIONS', 'RAC IN ORGANIZATIONS', 'FREQUENTLY ASKED QUESTIONS', and 'USEFUL DOCUMENTS'. A search bar and social media icons are also present. The main content area includes a banner with a graduate and the text 'HAVE YOUR SKILLS AND COMPETENCIES RECOGNIZED' with a 'Start the process now!' button. Below this, a section titled 'THE RECOGNITION OF ACQUIRED COMPETENCIES IS ...' explains the process and lists three video thumbnails: 'RAC: WHAT YOU NEED TO KNOW', 'WELCOMING CANDIDATES', and 'TESTIMONY ON THE PROCESS'.



Accreditation and Education Pathways



photo by Katerina Holmes



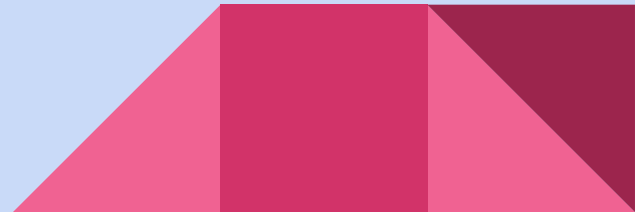
Activity: Quebec Education Pathways Organogram



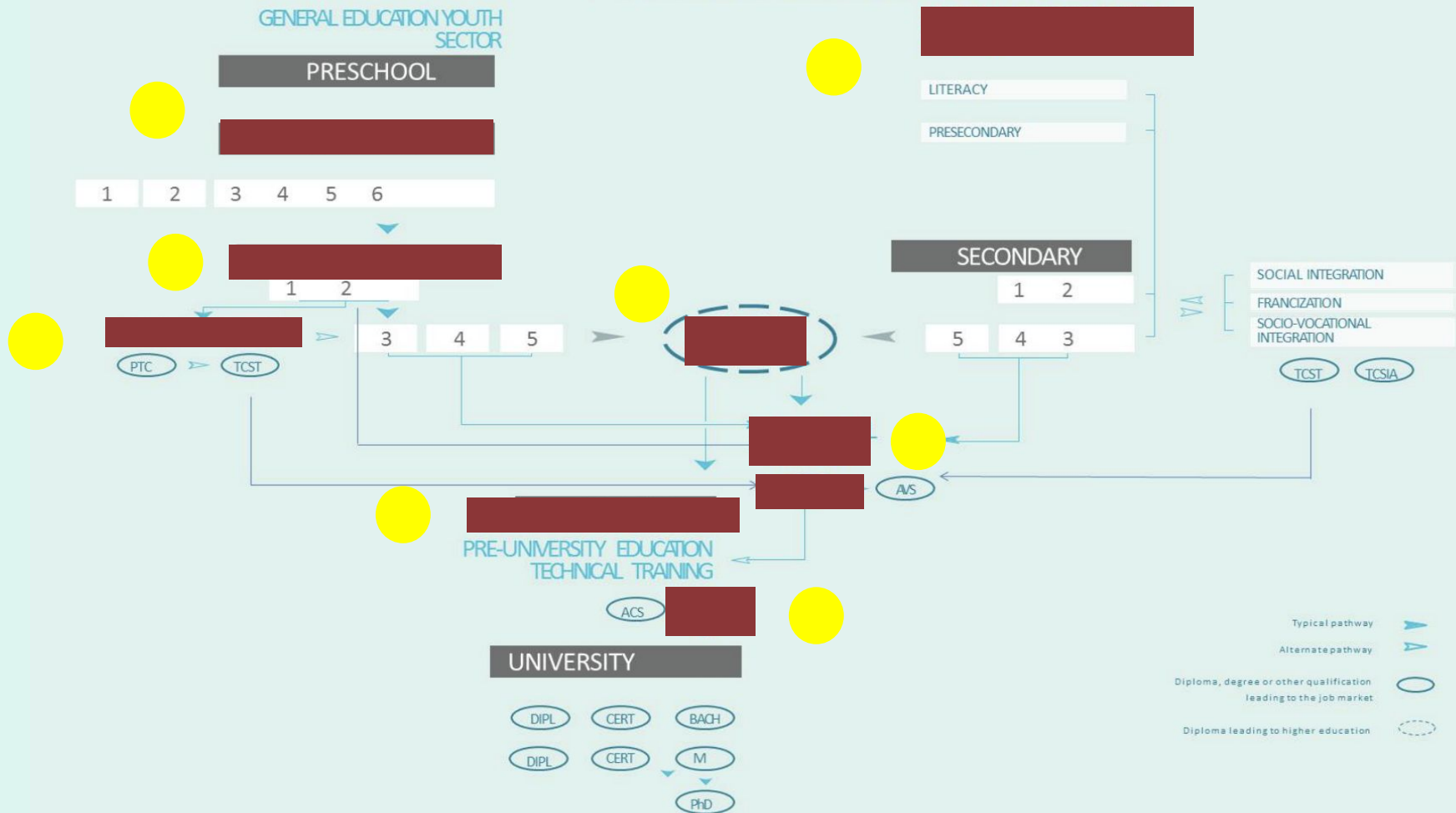
In this activity, we are going to explore the different education levels through a fill-in-the-blanks activity. On the next slide is an organogram of the Quebec education pathways and the corresponding diplomas. Using the bank of words on the next slide, associate the appropriate word or acronym with the correct place in the infographic. Careful! There are proposals that are incorrect.

Bonus! Would you like a challenge? Do both the English and French names.

Goal: Identify the names of schooling levels and diplomas



The Quebec education system



Need a hand with the acronyms?
Click here to use this RÉCIT site for help!

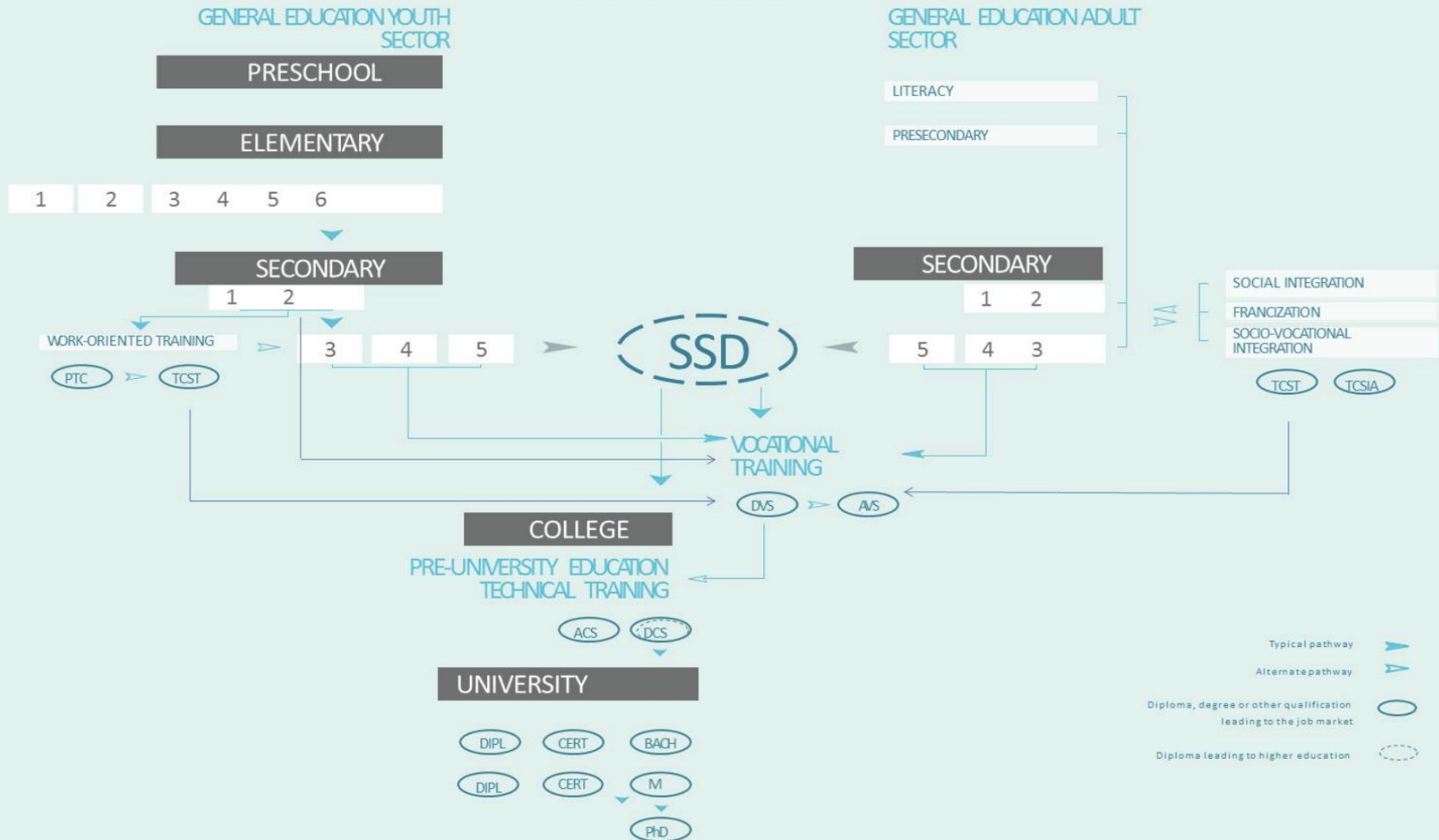
English terms

DCS technical primary
Adult general education
vocational training secondary
CEGEP secondaire
VTC ACS
WOTP DCS
kindergarten
SSD DVS SSC
middle school preschool

French terms

CEGEP DEP
ASP
préscolaire DEC
PFAE DES
DEC technique
formation professionnelle
primaire

The Quebec education system



Youth General Education

For who? Children aged 6-16

(Although access starts at age 4 and goes to 18)

For Special Education and WOTP, it can be until 21.

Where? Divided into two parts

- primary education (pre-K to grade 6)
- secondary education (grade 7-11)

What do they learn?

- Languages, Mathematics, Science and Technology
- Social Sciences, Arts Education
- Personal & Career Development

Cumulates in a Diploma of Secondary Studies (SSD)



Photo by RDNE Stock project



Youth General Education

Quebec's youth education will evolve over time. As a future educator, It's important to refer to official sources from the *Ministère de l'Éducation et de l'Enseignement supérieur (MEES)* or other educational authorities in Quebec for the most current information and policies in the future.

- Be open to new Ideas
- Join meetings, participate in community-based learning in your area
- Go to Professional Development Meetings
- Champion Cross-curricular learning for the youth!



Adult General Education



For who?: From 18 (16) and +

- learners who have not finished their general education
- learners from different school systems outside of QC

Where?: Adult General Education Centre (AGE).

What do they learn?

AGE's main learning goal is to help the adult acquire the general education diploma, but it also focuses on social, educational and workforce-ready skills.



Adult General Education

Our structure today comes from the education reform of the 1990's

Common Core Basic Education

- corresponds to the heart of learning from the first 8 years of schooling
- big focus on literacy, lifelong learning skills, then preparation for workforce-oriented training
- emphasis is on integration of knowledge and respect for adult learners

Diversified Basic Education

- corresponds to cycle 2 secondary (later high school)
- courses are developed at the school board level
- 5 domains
 - **Health and Well-Being; Career Planning and Entrepreneurship; Environmental Awareness and Consumer Rights and Responsibilities; Media Literacy; and Citizenship and Community Life**



Adult General Education

Common Core Basic Education

- focus: first 8 years of schooling
- big focus on literacy, lifelong learning skills, then workforce-oriented training
- emphasis is on integration of knowledge and respect for adult learners

Diversified Basic Education

- Cycle 2 secondary
- Courses are developed at the school board level
- 5 domains
 - **Health and Well-Being**
 - **Career Planning and Entrepreneurship**
 - **Environmental Awareness, Consumer Rights and Responsibilities;**
 - **Media Literacy**
 - **Citizenship and Community Life**



Work-Oriented Training Path (WOTP)

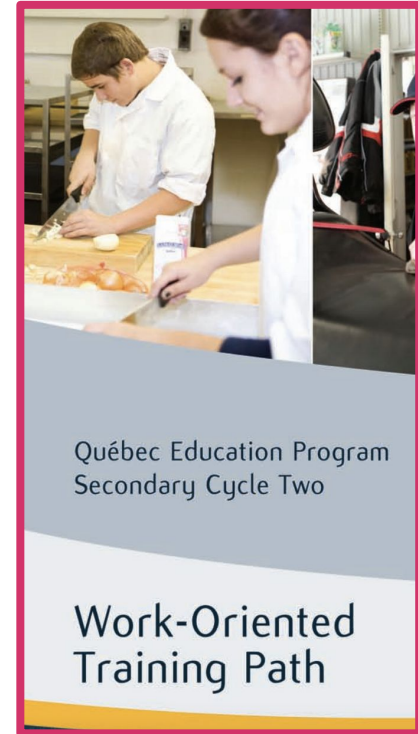
For who? Students with learning challenges in cycle 2 secondary. (3-5)

What is it?: Students have the option of concomitant general education and training that lead to a semi-skilled trade

Example:

WOTP - cook's assistant

VT - professional cook, to become a chef



Vocational Training



Entry-level trade specific skills to enter the workforce. Usually, secondary 4 core classes are completed (English, French, Math) before you start but there are exceptions.

Who is this for?: EVERYONE.

- Young people
- Adults changing careers
- Newcomers to the Quebec workforce

Diplomas: Sec. 5 equivalent, vocational training centres are run by school boards.

Length: from 400-2100 hours of training, depending on the subject matter.

- **DVS - Diploma of Vocational Studies**
- **AVS - Attestation of Vocational Specialization**
- **STC - Skills Training Certificate**



CÉGEP - Collège d'enseignement général et professionnel

Acts as a bridge between secondary school and university. It leads to a Diploma of College Studies (DCS) or Attestation of College Studies (ACS)

- **general courses** - (language of instruction and literature, philosophy or humanities, second language and physical education)
- **complementary courses** - social sciences, science and technology, modern languages, mathematics literacy and computer science, art and aesthetics and contemporary issues

DCS

- 2 years full time
- prepares for university studies

DCS Technical

- 3 years full time
- prepares for a technical trade
- includes university prep

ACS

- 1 year full time
- prepares for a technical trade



Vocational Training vs. CÉGEP Technical Training - what's the difference?

Vocational training is hands-on training to prepare you for a trade.

Technical training at CÉGEP provides hands-on training to prepare you for a trade, but the nature of these trades is more complex and requires more knowledge before entering the workforce



The Role of Language

- The official language of Quebec is French. English is considered a minority language.
- People who identify as English speakers make up 14.9% of the population. It is not a clear definition.
- The official language of schooling is French, with the exception of
 - **Instruction in English**
 - **Instruction in an indigenous language**



The Role of Language

- In educations, laws around access to services based on language apply to youth general education up to age 16.
- To go to school in English, you have to have a certificate of eligibility.

... and this is where it gets all kinds of complicated.

- Full of exceptions, but ... linked to the educational experience of the parents, and to a lesser extent, siblings.
- Contact the English school board near you for your case.

chapitre C-11, r. 5

Règlement concernant la demande de recevoir l'enseignement en anglais

Charte de la langue française

(chapitre C-11, a. 80).

1. Toute personne qui invoque l'une des dispositions de l'article 73 de la Charte de la langue française (chapitre C-11) ou de l'article 86.1 de cette Charte pour faire déclarer son enfant admissible à recevoir l'enseignement en anglais doit en faire la demande par écrit à un organisme scolaire.

Dans le présent règlement, les organismes scolaires comprennent, outre ceux mentionnés à l'annexe de la Charte, les établissements d'enseignement privés régis par la Loi sur l'enseignement privé (chapitre E-9.1).

D. 1758-93, a. 1.

2. Toute demande ayant pour but de faire déclarer un enfant admissible à recevoir l'enseignement en anglais doit être accompagnée d'un certificat de naissance de l'enfant mentionnant le nom de ses père et mère ou, à défaut, un document officiel délivré par une autorité compétente et faisant preuve de la date de naissance de l'enfant, de son sexe et de sa filiation.

D. 1758-93, a. 2.

3. Toute demande appuyée sur le paragraphe 1 de l'article 73 de la Charte relativement à des études faites au Canada mais hors du Québec ou sur le paragraphe 2 de ce même article, doit être accompagnée d'un des documents suivants ou d'une copie certifiée conforme:

1° un certificat établissant la citoyenneté canadienne du père ou de la mère;

2° un document officiel délivré par une autorité compétente et faisant preuve de la date et du lieu de naissance au Canada du père ou de la mère;

3° le passeport canadien du père ou de la mère.

D. 1758-93, a. 3.

4. Une demande appuyée sur le paragraphe 1, 3 ou 5 de l'article 73 de la Charte doit être accompagnée d'une attestation écrite délivrée par chaque organisme scolaire ou par chaque établissement scolaire fréquenté par le père ou la mère de l'enfant pour qui la demande est faite, indiquant:

1° la période durant laquelle ce père ou cette mère y a reçu son enseignement primaire;

2° la proportion de cet enseignement reçu en anglais par rapport à l'ensemble de l'enseignement reçu;

3° l'endroit où cet enseignement a été reçu.

De plus, toute demande fondée sur le paragraphe 5 de l'article 73 de la Charte doit être accompagnée d'une preuve documentaire selon laquelle le père ou la mère résidait au Québec le 26 août 1977. Si une telle preuve ne peut être fournie, la demande doit être accompagnée d'une déclaration assermentée attestant que le père ou la mère résidait au Québec le 26 août 1977 et qu'il est impossible de fournir une preuve documentaire à cet effet.

Dans le présent règlement, on entend par «établissement scolaire» un établissement d'enseignement situé hors du Québec.

D. 1758-93, a. 4.



Stretch Your Legs Break - 10 min



Welcome back!

Before we continue, a cultural capsule

Why a teacher blue pen?



Part 3: Identify the Quebec Education System Structure

Presentation

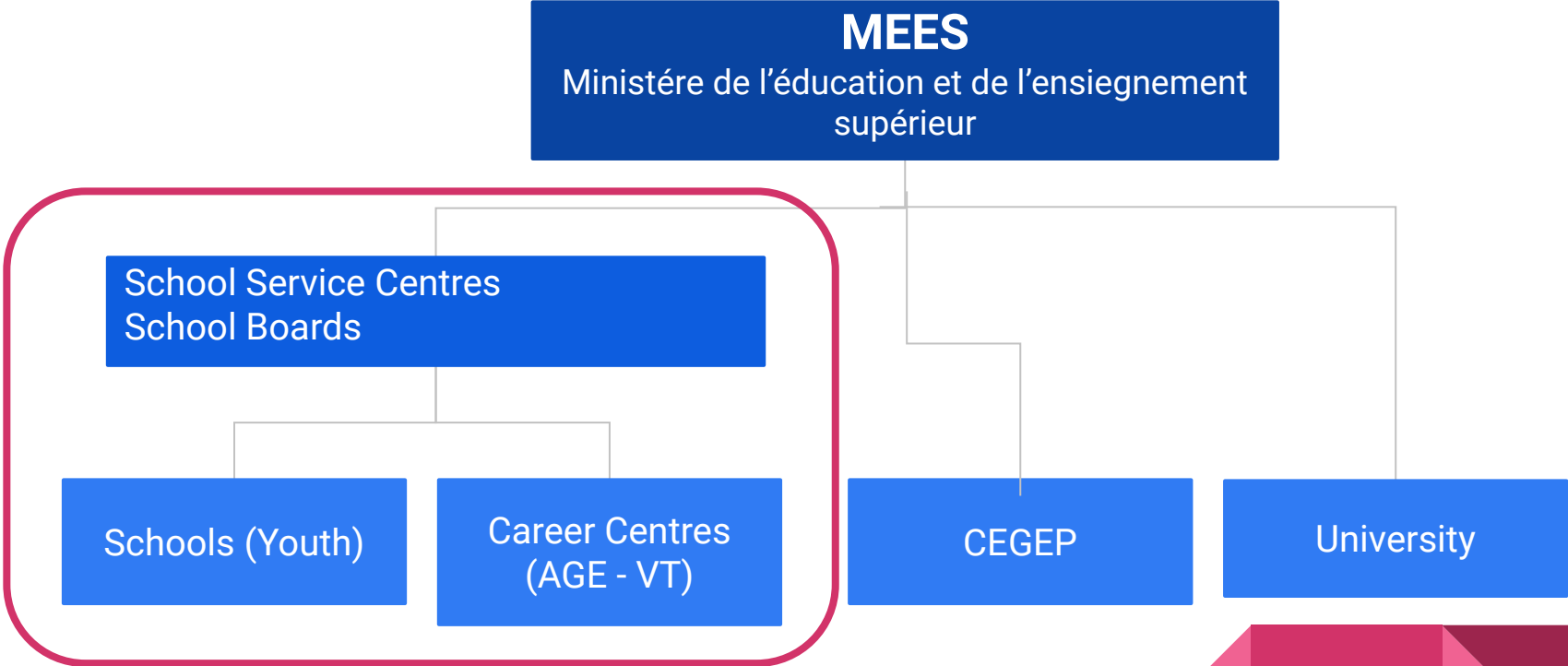
- Organisational structure
- Governing structure

Activity

- Fill in the organigram



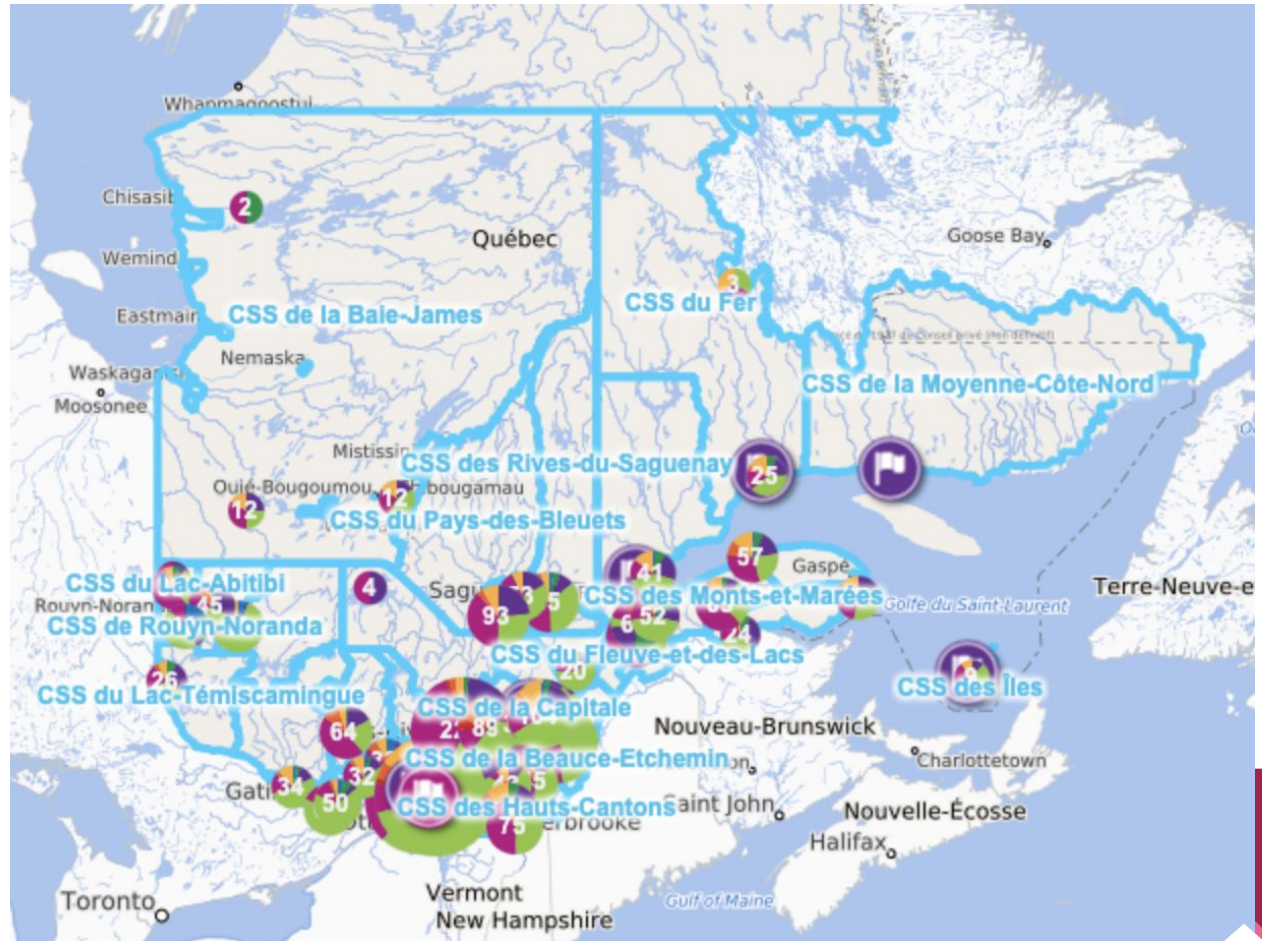
Organisational Structure



60
French-language
school service
centres

9
English-language
school boards

3
Special-status
school boards



Quebec Education Act

- The Act is the framework for the education system.
- It includes space for all community stakeholders to contribute to school life through governing structures.
- This ensures the voice of the community is being taken into consideration.

chapitre C-11, r. 5

Règlement concernant la demande de recevoir l'enseignement en anglais

Charte de la langue française

(chapitre C-11, a. 80).

- 1. Toute personne qui invoque l'une des dispositions de l'article 73 de la Charte de la langue française (chapitre C-11) ou de l'article 86.1 de cette Charte pour faire déclarer son enfant admissible à recevoir l'enseignement en anglais doit en faire la demande par écrit à un organisme scolaire.

Dans le présent règlement, les organismes scolaires comprennent, outre ceux mentionnés à l'annexe de la Charte, les établissements d'enseignement privés régis par la Loi sur l'enseignement privé (chapitre E-9.1).

D. 1758-93, a. 1.

- 2. Toute demande ayant pour but de faire déclarer un enfant admissible à recevoir l'enseignement en anglais doit être accompagnée d'un certificat de naissance de l'enfant mentionnant le nom de ses père et mère ou, à défaut, un document officiel délivré par une autorité compétente et faisant preuve de la date de naissance de l'enfant, de son sexe et de sa filiation.

D. 1758-93, a. 2.

- 3. Toute demande appuyée sur le paragraphe 1 de l'article 73 de la Charte relativement à des études faites au Canada mais hors du Québec ou sur le paragraphe 2 de ce même article, doit être accompagnée d'un des documents suivants ou d'une copie certifiée conforme:

1° un certificat établissant la citoyenneté canadienne du père ou de la mère;

2° un document officiel délivré par une autorité compétente et faisant preuve de la date et du lieu de naissance au Canada du père ou de la mère;

3° le passeport canadien du père ou de la mère.

D. 1758-93, a. 3.

- 4. Une demande appuyée sur le paragraphe 1, 3 ou 5 de l'article 73 de la Charte doit être accompagnée d'une attestation écrite délivrée par chaque organisme scolaire ou par chaque établissement scolaire fréquenté par le père ou la mère de l'enfant pour qui la demande est faite, indiquant:

1° la période durant laquelle ce père ou cette mère y a reçu son enseignement primaire;

2° la proportion de cet enseignement reçu en anglais par rapport à l'ensemble de l'enseignement reçu;

3° l'endroit où cet enseignement a été reçu.

De plus, toute demande fondée sur le paragraphe 5 de l'article 73 de la Charte doit être accompagnée d'une preuve documentaire selon laquelle le père ou la mère résidait au Québec le 26 août 1977. Si une telle preuve ne peut être fournie, la demande doit être accompagnée d'une déclaration assermentée attestant que le père ou la mère résidait au Québec le 26 août 1977 et qu'il est impossible de fournir une preuve documentaire à cet effet.

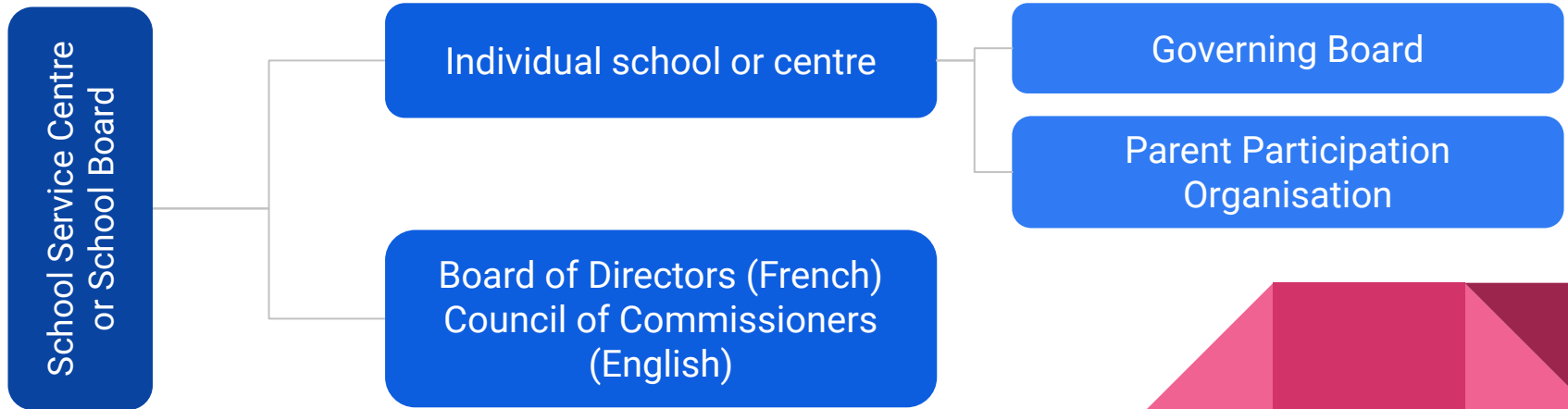
Dans le présent règlement, on entend par «établissement scolaire» un établissement d'enseignement situé hors du Québec.

D. 1758-93, a. 4.



School Governance

The community participates in school life in different capacities and at different levels. As a member of society, whether you have children in the education system or not, it is expected that citizens participate creating a school environment reflective of the values and needs of its population.



School Governance School Service Centres vs. School Boards

School Service Centre: Board of Directors (Conseil d'administration)

- 16 members from different sectors, volunteer.
 - 5 parents
 - 5 community members
 - 5 school staff members
 - 1 chair
- Meet minimum 4 times a year
- Are guided in their role by obligatory training

Critères d'éligibilité ou d'inéligibilité s'appliquant aux différentes catégories de membres du conseil d'administration des centres de services scolaires FRANCOPHONES¹



CRITÈRES D'ÉLIGIBILITÉ OU D'INÉLIGIBILITÉ	PERSONNEL	PARENT	COMMUNAUTÉ
Règimes			
Avoir 18 ans accomplis.	✓	✓	✓
Être de citoyenneté canadienne.	✓	✓	✓
Ne pas être en conseil.	✓	✓	✓
Ne pas avoir été déclaré coupable d'une infraction ou ne pas avoir été déclaré fautive/inepte en matière disciplinaire ou répressive en vertu de la Loi sur les décisions scolaires, étant certains membres des conseils d'administration des centres de services scolaires anglophones (chapitre E.2.2), de la Loi sur la consultation populaire (chapitre C-64.1), de la Loi sur les décisions et les référendaires dans les municipalités (chapitre E.2.2) ou de la Loi disciplinaire (chapitre E.3.3) au cours des cinq dernières années.	✓	✓	✓
Ne pas être un employé, un dirigeant ou adhérent représentant d'une association représentant des salariés d'un centre de services scolaires.	✓	n. o.	n. o.
Être un parent d'un élève fréquentant un établissement rattaché à un centre de services scolaires.	n. o.	✓	n. o.
Être membre du conseil de parents et siéger au conseil d'établissement d'une école située dans le district où il réside ou candidat(e).	n. o.	✓	n. o.
Être membre du conseil d'établissement à titre de membre du personnel qu'il représente.	✓ ²	n. o.	n. o.
Être domicilié sur le territoire du centre de services scolaires.	n. o.	n. o.	✓
Correspondre à un des cinq profils d'expertise suivants:			
1. une personne ayant une expertise en matière de gouvernance, d'éthique, de gestion des risques ou de gestion des ressources humaines			
2. une personne ayant une expertise en matière financière ou comptable ou en gestion des ressources humaines ou matérielles			
3. une personne issue du milieu communautaire, sportif ou culturel			
4. une personne issue du milieu municipal, de la santé, des services sociaux ou des affaires			
5. une personne âgée de 18 à 35 ans			

1. Ce document présente les critères d'éligibilité ou d'inéligibilité prévus à la Loi sur l'instruction publique et au Règlement sur la désignation de membres des conseils d'administration des centres de services scolaires. En cas de litige, les articles de la Loi prévalent.

2. Ce critère s'applique uniquement pour les membres du personnel enseignant, du personnel professionnel non enseignant et du personnel de soutien. Il ne s'applique pas pour le directeur d'un établissement enseignant et les membres du personnel d'encadrement.

Votre gouvernement Québec



What does a Board of Directors or Council of Commissioners do?

They have both decisional and advisory powers to ensure the school board budget is used optimally. They have many duties, all revolving around

- orientation and priorities of the school board
- school board budget
- the equitable distribution of human, material and financial resources among the schools
- the school transportation policy
- awarding professional service contracts

Gouvernance scolaire

RÔLE ET RESPONSABILITÉS

DES MEMBRES

- Les membres du conseil d'administration exercent l'ensemble des responsabilités qui leur sont attribuées par la Loi en matière de services éducatifs, de services à la communauté, de ressources humaines, de ressources matérielles, de ressources financières, de transport des élèves ou de taxation scolaire. Notamment:
 - ils déterminent la répartition entre les établissements des revenus du centre de services, en tenant compte des recommandations du comité de répartition des ressources;
 - ils approuvent sur proposition du Comité d'engagement pour la réussite des élèves, le Plan d'engagement vers la réussite du centre de services scolaire;
 - ils nomment le directeur général;
 - ils adoptent le budget du centre de services scolaire et approuvent le budget des écoles, des centres de formation professionnelle et des centres d'éducation des adultes.
- Selon la Loi, le rôle des membres du conseil d'administration est de:
 - S'assurer qu'un soutien adéquat soit apporté aux écoles et aux centres;
 - Veiller à la pertinence et à la qualité des services éducatifs offerts par le centre de services scolaire;
 - S'assurer de la gestion efficace et efficiente des ressources humaines, matérielles et financières dont dispose le centre de services scolaire;
 - D'exercer tout mandat que leur confie le conseil d'administration;
- Ils doivent également, dans les plus brefs délais suivant leur entrée en fonction pour un premier mandat, suivre la formation nationale élaborée par le ministre de l'Éducation.

PROFIL DE COMPÉTENCE DES MEMBRES DE LA COMMUNAUTÉ

- Les profils de compétence pour les 5 membres représentant la communauté au conseil d'administration d'un centre de services scolaire francophones sont les suivants:
 - Une personne ayant une expertise en matière de gouvernance, d'éthique, de gestion des risques ou de gestion des ressources humaines;
 - Une personne ayant une expertise en matière financière ou comptable ou en gestion des ressources financières ou matérielles;
 - Une personne issue du milieu communautaire, sportif ou culturel;
 - Une personne issue du milieu municipal, de la santé, des services sociaux ou des affaires;
 - Une personne âgée de 18 à 35 ans.

FRÉQUENCE DES RENCOUNTERS

- Le conseil d'administration doit tenir au moins quatre séances ordinaires par année. Au-delà de ce seuil, les membres des conseils d'administration se rencontrent à la fréquence qu'ils déterminent.

ALLOCATIONS

- Les membres du conseil d'administration ne sont pas rémunérés. Toutefois, ils ont droit à une allocation de présence et au remboursement des frais raisonnables engagés dans l'exercice de leurs fonctions. Cette allocation et ce remboursement seront déterminés selon des normes fixées par le gouvernement.

Québec



School Governance - School or Centre

- School/Centre governing board
 - **up to 20 members**
 - **at least 4 parents - volunteer, elected by their peers**
 - **at least 4 school staff - part of their work duties, elected by their peers**
 - **at least 1 student - volunteer, elected by their peers**
 - **at least 1 community representative - volunteer, elected by their peers**
- Parent participation organisation
 - **minimum, but no maximum**
 - **volunteer**



What does a Governing Board do?

A lot.

The Education Act stipulates that the governing board is responsible, along with its partners in education, to ensure good governance at the school level, which involves:

- school budgets
- school funds
- school educational projects and orientations
- use of school facilities
- student services & extra curricular activities



What does a Governing Board do?

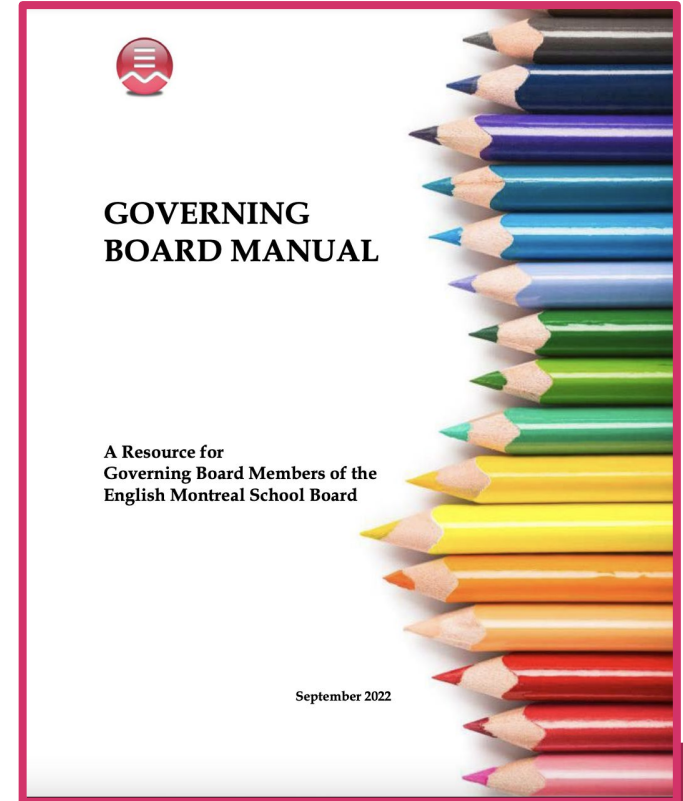
- adopting the school's budget & educational project
- overseeing its implementation and evaluation
- approving the implementation of special and complementary services
- approving the student supervision policy
- approving the programming of educational activities that entail changes in the timetable or require students to leave the school premises
- approving rules of conduct and safety measures
- approving the time allocation for each subject
- approving the overall approach for the enrichment or adaptation of programs of study
- approving the use of the premises or buildings placed at the disposal of the school
- is responsible for preparing and adopting an annual report



What does a Governing Board do?

In addition, the governing board:

- must be consulted concerning the choice of subjects and instructional materials for teaching programs of study
- informs the community of the services provided and report on their level of quality
- may enter into a contract for extracurricular services after submitting the draft contract to the school board
- may organize educational activities other than those provided for in the basic regulation, and social, cultural and sports services
- may, in the name of the school board, solicit and receive amounts of money



Parent Participation Organisation

Each school centre has a parents' committee that sees to the concerns and interests of the students' parents and ensures that they participate in the centre's various activities.

- parent representatives
- collaborates with school systems
- helps with ensuring communications between parents and school
- often works on extra-curricular projects and fundraising



source: KAMPUS Production



Support Structures

Schools benefit from a myriad of support structures in the education network - from local programs to provincial-level organisations.

SARCA

RÉCIT

Équipe Choc

Learn QC

PROCEDE

IES

RIRE

allo prof



Part 4: Personal Educational Paths in Quebec

Through the experience of being a student and an employee

Presentation

- Laz' personal education journey
- Robin's personal education journey

Activity

- Your turn to ask questions



Part 4: Personal Education Paths in Quebec: Lazaros

Student experience

- Attended all levels of schooling in Quebec
- Attended school in French until CEGEP
- From Ottawa to Montreal
- Educational pathway:
 - DEC. Communications at Vanier (2017)
 - B. Art Ed. at Concordia (2021)
 - MA in Ed. Tech. at Concordia (current)

Work experience

- **Substitute Teacher: 2019-2020**
Saint-Johns School
(Riverside School Board)
- **High School Art Teacher 2021-Now**
Laval Senior Academy
(Sir Wilfrid Laurier School Board)



Part 4: Personal Education Paths in Quebec: Robin

Student experience

- Attended university in Quebec
- My children attend all levels of schooling in Quebec
- Attended school in French
- Geographical locations
- Educational pathway
 - **High school - Europe**
 - **Trade school - USA**
 - **RAC - Quebec**
 - **University - Quebec**

Work experience

- Worked as a tradesperson abroad and in Quebec
- Trade teacher for an English school board
- Education consultant for the 9 English-language and 3 special status school boards



Activity: Your Turn! Your Q & A

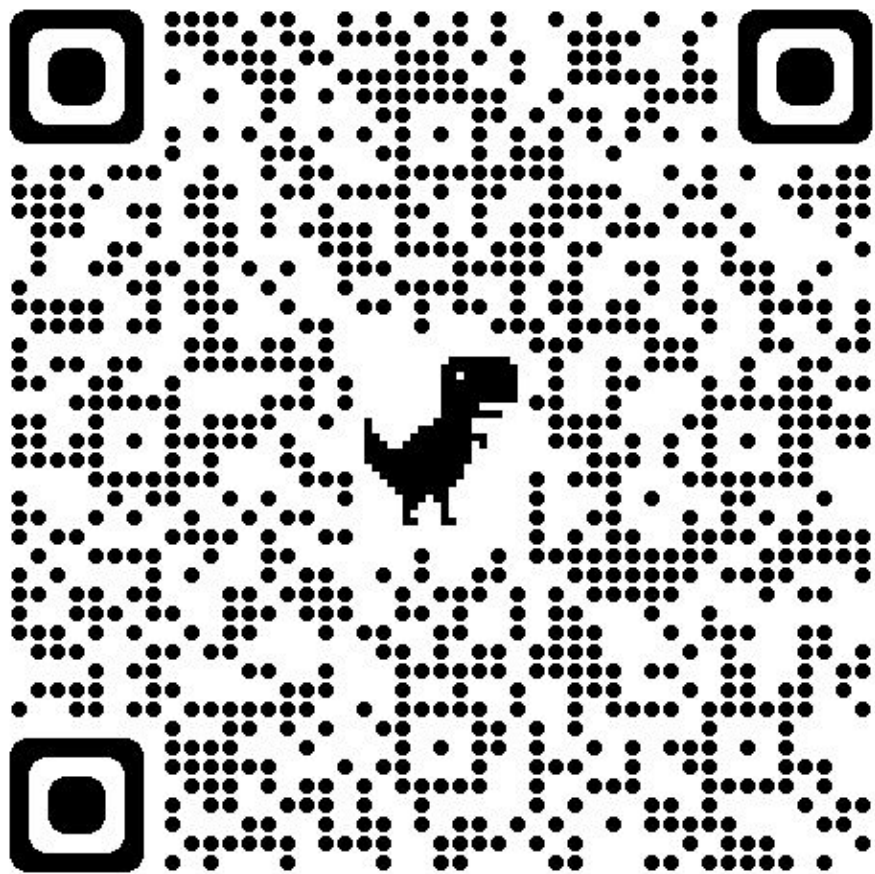


In this activity, you can ask us questions about our personal education journeys - what decisions we made on our own, what choices we had, how we entered into the system as employees, how we advance our career in education, etc.

Goal: To have different examples of interactions with the Quebec education system through personal experience

Let's go back to our Community Bulletin Board Activity. Did we answer all the questions?





Whew! That was a lot. How are you feeling?



3

things I learned

2

things I want to learn more about

1

thing that surprised me



Key Takeaways

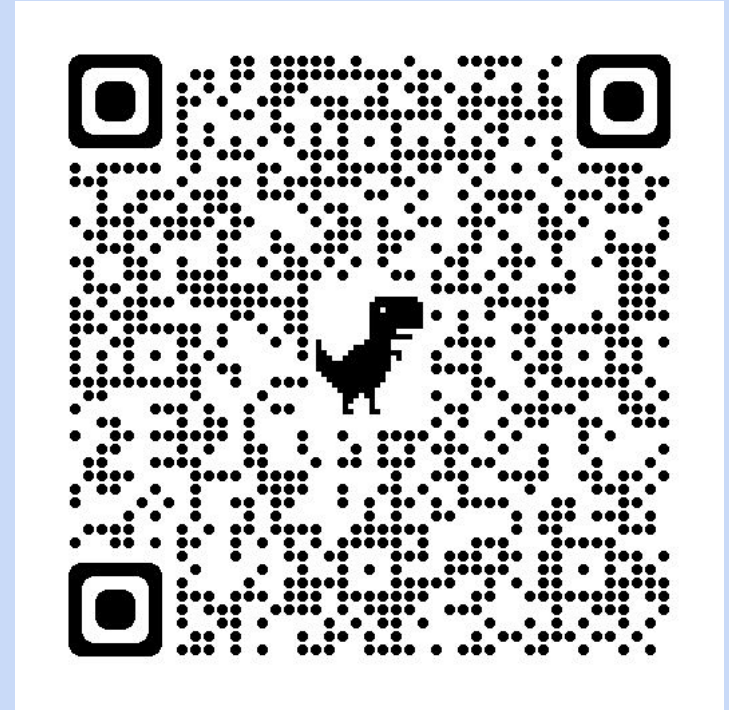
- Goals and mandate of the education system
- History of the education system
- Governing structure
- Organisational structure
- Access to education & Education pathways
- Role of language



How did you enjoy the workshop? We would love your feedback!

Please take a moment to fill out the appreciation survey. It helps us create presentations and workshops that meet your needs and expectations! There are 6 questions, and it should only take 1-2 minutes.

Thank you!



Resources

Of course, this presentation and the activity sheets are now resources that you can explore on your own! However, there are some other sources:

Land Acknowledgement	Concordia University Indigenous Directions	https://www.concordia.ca/indigenous/resources/territorial-acknowledgement.html
Pronunciation of Indigenous words	McGill University Office of Indigenous Initiatives	https://www.mcgill.ca/indigenous/land-and-peoples/learn-about-land-and-peoples-tiohtiakemontreal
Quebec Education System	Gouvernement du Québec	https://www.quebec.ca/en/education/study-quebec/education-system#:~:text=The%20education%20system%20is%20made,educational%20institutions%2C%20classes%20are%20mixed
Diversification of Education pathways	MEQ - Skills for the Future	http://skillsforthefuture.ca/Presentations/Panel%20B-NORMAN%20PELLETIER_EN.pdf



Resources

Copyright free images and icons	The Noun Project	https://thenounproject.com/
Quebec Education Program (QEP)	MEQ	http://www.education.gouv.qc.ca/en/teachers/quebec-education-program/
Education Act	Publications Québec	https://www.legisquebec.gouv.qc.ca/fr/document/lc/i-13.3
Education pathways	Skills for the Future	http://skillsforthefuture.ca/Presentations/Panel%20B-NORMAN%20PELLETIER_EN.pdf
WOTP	MEQ	http://www.education.gouv.qc.ca/en/contenus-communs/school-administrators-public-and-private-schools/work-oriented-training-path/
Education acronyms	RÉCIT	https://acronymes.recitcn.ca/les-acronymes



Resources

Vocational and Technical training programs	InforouteFPT	https://www.inforoutefpt.org/vocational-training/diploma-vocational-studies
School Boards Map	MEQ	https://infogeo.education.gouv.qc.ca/public/Carte_Interactive/
School governance	MEQ	https://www.quebec.ca/en/education/preschool-elementary-and-secondary-schools/school-governance/school-governance
Support and guidance resources	SARCA	https://www.quebec.ca/en/education/accompagnement-et-udiants/education/academic-career-guidance-support
Technology integration support	RÉCIT	https://recit.qc.ca/
Recognition of Acquired Competency (RAC)	CÉRAC	http://www.ceracfp.ca/en



Resources

Pedagogical services for AGE	Équipe Choc	https://sites.google.com/cssmi.qc.ca/ecpedagogique/accueil
Pedagogical resources Youth sector	Learn QC	https://learnquebec.ca/fr/
Pedagogical resource VT & AGE	PROCEDE	https://procede.ca/
Learning support for students with learning difficulties	IES	https://iesquebec.ca/#About
Réseau d'Information pour la réussite éducative	RIRE	https://rire.ctreq.qc.ca/
Online learning support & activities for youth	allo prof	https://www.alloprof.qc.ca/



Thanks, and enjoy your evening!

