

POLICY ON EDUCATIONAL SUCCESS

A shared vision

Inclusive educational settings focused on success for all, supported by their community, where people learn to be civic-minded, creative, competent, responsible, open to diversity and fully engaged in social, cultural and economic life in Québec

MAJOR OBJECTIVES AND OUTCOMES ASSOCIATED WITH THE VISION

GRADUATION AND QUALIFICATION	EQUITY	PREVENTION	LANGUAGE PROFICIENCY	EDUCATIONAL PATH	LIVING ENVIRONMENT	
OBJECTIVE 1 By 2030, have 85% of students under the age of 20 obtain a first diploma (SSD or DVS), and 90% obtain a first diploma or qualification	OBJECTIVE 2 By 2030, reduce the gap in success rates between various groups of students by 50%	OBJECTIVE 3 By 2025, increase to 80% the proportion of children starting school who do not present a vulnerability factor related to their development	OBJECTIVE 4 By 2030, increase to 90% the success rate on the composition component of the Elementary 4 language of instruction ministerial examination in the public system	OBJECTIVE 5 Increase by 5 percentage points the proportion of the adult population of Québec who demonstrate high-level literacy skills according to PIAAC 2022	OBJECTIVE 6 By 2030, reduce to 10% the proportion of students starting public secondary school at age 13 or older	OBJECTIVE 7 By 2030, ensure that all school buildings are in good condition

THREE BROAD AREAS OF INTERVENTION, CHALLENGES AND ORIENTATIONS

VALUES <ul style="list-style-type: none"> • UNIVERSALITY • ACCESSIBILITY • EQUITY 	BROAD AREA OF INTERVENTION 1 EVERYONE ACHIEVING THEIR FULL POTENTIAL	CHALLENGE 1 EARLY, RAPID AND ONGOING INTERVENTION Orientation 1.1 Act early and rapidly Orientation 1.2 Act continuously and in a concerted manner
	BROAD AREA OF INTERVENTION 2 AN INCLUSIVE ENVIRONMENT FOR DEVELOPMENT, LEARNING AND SUCCESS	CHALLENGE 2 FOUNDATIONS AND PATHS FOR LIFELONG LEARNING Orientation 2.1 Develop literacy and numeracy skills starting in early childhood and continuing throughout life Orientation 2.2 Integrate 21st-century competencies and digital technologies more effectively Orientation 2.3 Develop diversified paths for vocational training based on Québec's development priorities and students' interests
		CHALLENGE 3 ADAPTING TO DIVERSITY AND DIFFERENT NEEDS AND EDUCATIONAL PATHS Orientation 3.1 Recognize diversity and value everyone's contribution Orientation 3.2 Provide accessible, quality educational services adapted to diverse needs Orientation 3.3 Take action at all levels of governance to ensure equal opportunity
PRINCIPLES <ul style="list-style-type: none"> • GENDER EQUALITY • SUSTAINABLE DEVELOPMENT • SUBSIDIARITY 	BROAD AREA OF INTERVENTION 3 MOBILIZATION OF PARTNERS AND STAKEHOLDERS IN SUPPORT OF EDUCATIONAL SUCCESS	CHALLENGE 4 QUALITY EDUCATIONAL AND PEDAGOGICAL PRACTICES Orientation 4.1 Improve the initial and continuing training of school and educational childcare services staff Orientation 4.2 Ensure the development and adoption of best educational and pedagogical practices Orientation 4.3 Update methods for the evaluation of learning and ensure their integrity
		CHALLENGE 5 AN INCLUSIVE, HEALTHY, SAFE, STIMULATING AND CREATIVE ENVIRONMENT Orientation 5.1 Offer a welcoming, safe and caring living environment that fosters discussion, communication and enriching personal and social relationships Orientation 5.2 Offer a living environment that incorporates cultural, physical, sports, scientific and entrepreneurial activities
		CHALLENGE 6 QUALITY, FUTURE-READY RESOURCES AND INFRASTRUCTURES Orientation 6.1 Ensure access to quality educational and pedagogical resources and technological infrastructures and foster the optimal use of digital technologies Orientation 6.2 Improve the quality of equipment, facilities and building infrastructures to ensure educational support and sustainable development
		CHALLENGE 7 BETTER SUPPORT FOR PARENTAL ENGAGEMENT Orientation 7.1 Promote parental engagement and support the relationship between family and educational setting
		CHALLENGE 8 CONCERTED COMMUNITY SUPPORT Orientation 8.1 Promote education, schools, the value of school staff and the role of educational childcare services Orientation 8.2 Strengthen ties between educational settings and community stakeholders Orientation 8.3 Increase the contribution of the education system to the vitality of the territory and the maintenance of small communities