

Paving the way to academic success

The Strategy to provide academic assistance and support well-being at school

The COVID-19 pandemic, the lockdown, the uncertainties surrounding the return to class and the partial lockdown reinstatements have exacerbated the vulnerability factors already presented by a large number of Québec students as well as the adults who support them, be it their parents or education stakeholders.

The Direction des services éducatifs complémentaires et de l'intervention en milieu défavorisé of the Ministère de l'Éducation has worked with many partners to identify the issues and challenges faced by the Québec school system, especially those concerning mental and overall health, healthy interpersonal relationships and well-being at school. In response to these significant needs and to support educational success as a whole, the Ministère de l'Éducation is proposing a twofold strategy focusing on academic assistance and well-being at school.

ACADEMIC ASSISTANCE COMPONENT (\$60M)

Enhance the support and guidance provided to students experiencing academic and psychosocial difficulties

- Tutoring services
- Homework assistance
- Psychosocial and pedagogical support
- Partnerships with Alloprof and Tel-jeunes

WELL-BEING AT SCHOOL COMPONENT (\$19M)

Support the school system in developing initiatives to foster the well-being of students and school staff

Universal prevention focusing on various aspects:

- Positive mental health
- Sense of self-efficacy
- Social and emotional competencies
- School climate
- Self-esteem



Two components, One target: Academic success

The current vulnerability of the school system requires the adoption of a systemic vision that encompasses all vulnerability factors. Moreover, this vision must be entrenched in mobilizing, planned, innovative and complementary actions, which is precisely what the Strategy to provide academic assistance and support well-being at school aims to do.

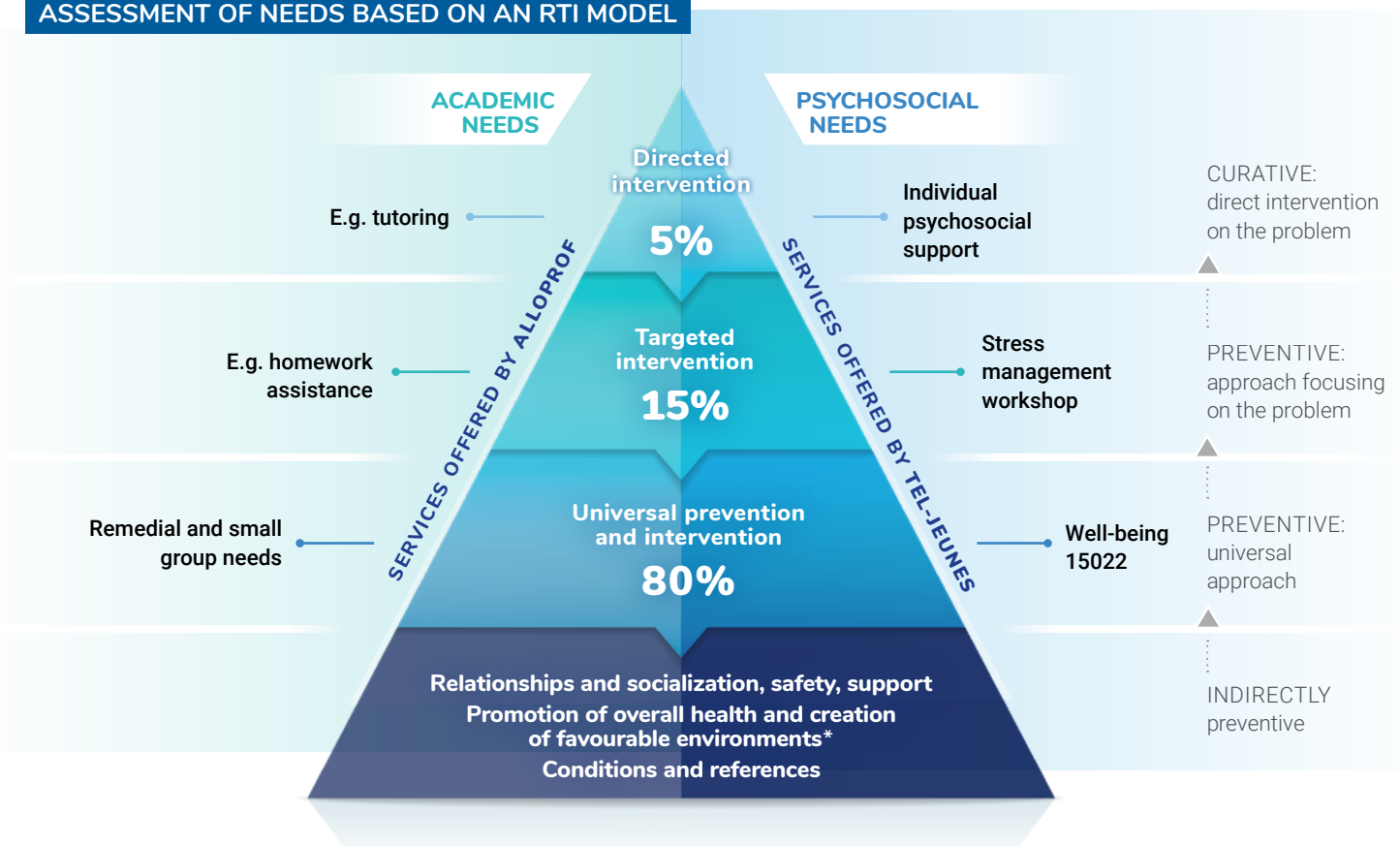
While the strategy is twofold, it is part of an ecosystemic vision of school. As such, the two components are inextricably linked: it is impossible to intervene in only one area and hope to achieve true academic success. Well-being affects the

ability to learn, and believing in one's ability to learn has an impact on well-being.

The strategy adheres to the principles of subsidiarity and empowerment of schools as it encourages transitions in post-pandemic educational and pedagogical practices, thereby guaranteeing the sustainability of the actions taken.

Schools are therefore encouraged to plan for the use of allocations with levelled intervention in mind (response to intervention [RTI] approach).

ASSESSMENT OF NEEDS BASED ON AN RTI MODEL



*These two components are also supported by projects implemented by the Ministère de la Santé et des Services sociaux (promotion of positive mental health and prevention of dependency in schools), which focus on the strengthening of factors that holistically protect students' health and resilience.