



EMPOWERING ADULT LEARNERS

SUPPORTING STUDENTS IN ADULT EDUCATION AND VOCATIONAL TRAINING



INTENTION

During the second edition of the Education and Vitality Forum, I will share experiences of academic needs, opportunities and challenges from the angle of linguistic borders.

Autonomy, rights and responsibilities will be exposed in order to allow a pooling of reflections and practices and how to promote their transfer into the English community.

Together we will question how can Adult Education and Vocational Training centres, through a systemic approach, adapt their guidelines, rules and regulations, and practices from a perspective of equity and inclusion while considering the realities and sensitivities of our adult students.

How to build the capacity of administrators and teachers to reduce inequities that already exist for disadvantaged students?

Who to influence to better prepare our students to live together in a democratic society and reach their full potential?



ACKNOWLEDGMENT

Territorial acknowledgment

I am (we are) situated on the traditional territory of the Kanien'kehà:ka, a place which has long served as a site of meeting and exchange amongst nations. We recognize and respect the Kanien'kehà:ka as the traditional custodians of the lands and waters on which I speak (we meet) today.

OBLIGATIONS

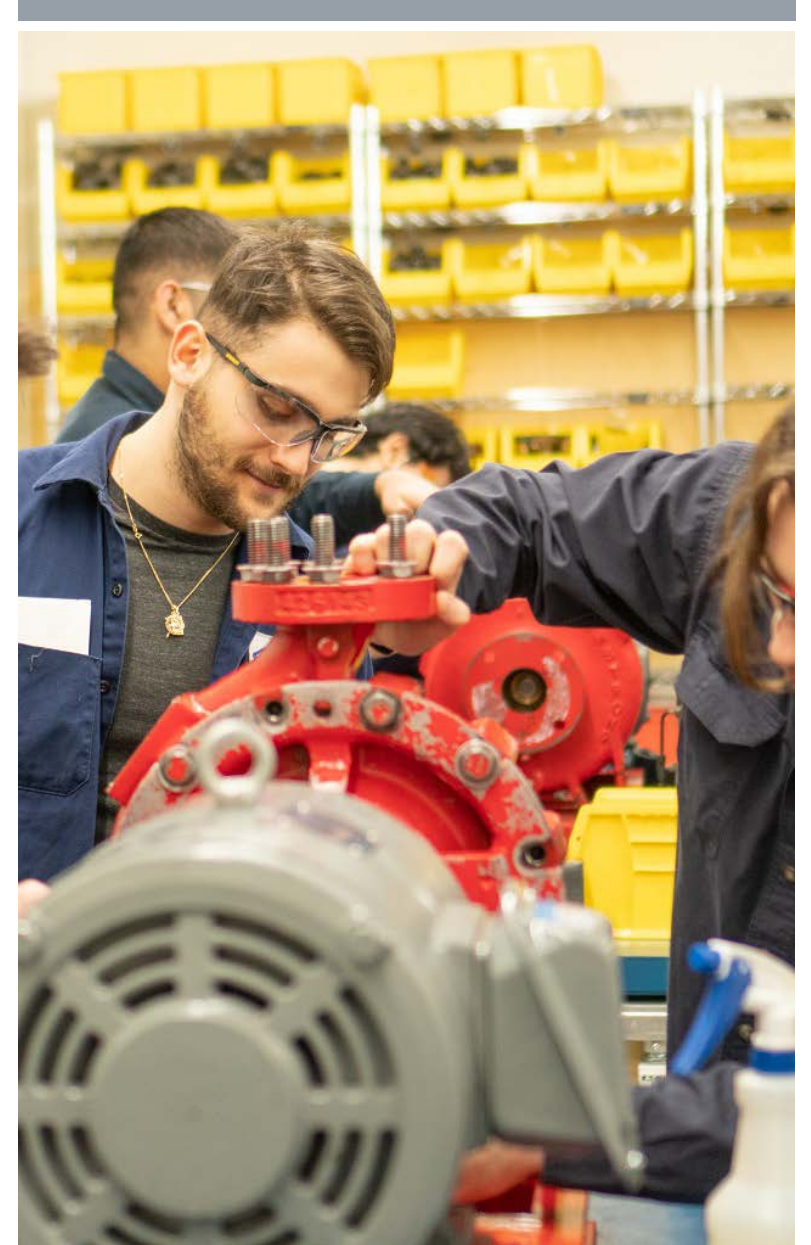
AUTONOMY_RIGHTS_RESPONSIBILITIES

- Students in adult education and in vocational training must be able to express with honesty and vulnerability their different personal goals in a safe, trustful, and welcoming environment.

<https://www.access.rsb.qc.ca/our-services/service-aux-etudiants/>

- Students can study in English in Québec in adult education and in vocational training as of 16 years old of age. [Student Ombudsman - Riverside School Board \(rsb.qc.ca\)](#)

- Students also have a responsibility in following the rules and regulations of the centre and that of the School Board. [Policies - Riverside School Board \(rsb.qc.ca\)](#)



OPPORTUNITIES AUTONOMY_RIGHTS_RESPONSIBILITIES

- Many learning delivery models are offered to students. A comprehensive approach with dignity and empathy helps ensure students understand the offer of services and programs
- Students can have adaptations to their courses or program to meet their needs. Confidentiality and accessibility through different means is a must Request for Academic, Guidance and Student Support Services
- Check and Connect Approach in the centre allows students at risk to feel supported and accountable <https://checkandconnect.umn.edu/model/default.html>





Request for Academic, Guidance & Student Support Services

In an effort to support our students we will adapt our Academic, Guidance, & Student Support Services to support our students virtually or by phone. We will provide the following services:

Academic & Guidance Counseling
RAC counselor
Resource Teacher
SARCA
Social Work/Special Education Technician

Please note that services will be limited to specific activities to ensure accessibility to priority cases.

* Required

1. Student Name*: *

2. Contact information (Email/phone): *

3. Program *

4. I attend the following ACCESS center *

- Brossard
- Cleghorn
- Darwin
- Guimond
- Royal Oak
- None

5. I would like to consult with a *

- Academic and Guidance Counselor
- RAC counselor
- Resource Teacher
- SARCA
- Social Work Technician/Special Education Technician

6. For students registered in Adult General Education (AGE) only

Reason for request

- Cegep acceptance and refusals
- Emotional support and guidance
- Drug and alcohol consumption support
- Academic support
- General questions or concerns
- Registration

7. For students registered in vocational training only

Reason for request

- Emotional support and guidance
- Drug and alcohol consumption support
- Academic support
- General questions or concerns
- Registration

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CHECK & CONNECT

The power of one caring adult in a student's life

[2022 CONFERENCE](#)[ABOUT C&C](#)[C&C APP](#)[SEI](#)[RESEARCH](#)[MANUAL](#)[TRAINING](#)[IMPLEMENTATION](#)[RESOURCES](#)[CONTACT US](#)

About Check & Connect



<https://checkandconnect.umn.edu/implementation/default.html>

Inside About Check & Connect

- [Components/Elements of Check & Connect](#)
- [Emphasis on Student Engagement](#)
- [Using Check & Connect with Existing Initiatives \(PBIS, RtI, etc.\)](#)
- [Partnerships](#)
- [Acknowledgements](#)
- [Participant Interviews and Testimonials](#)

"Everything about our school feels better when students feel engaged, and they're engaged when they're successful, when people care about them, and when they belong. Check & Connect has a benefit both for the students in their

CHALLENGES

- Students can be resistant to come back to school due to negative experiences in the past or lack of knowledge of what the centres have to offer or because of family and financial obligations limiting time devoted to study.

Developing a network in the community to share the information proved to be a winning strategy; CLE (Service Québec), CJE, CIJAD, YMCA, ARC, cities initiatives and industry partners such as CCQ, CPA, allow for a better understanding of our students from the community at large resulting in better services and more inclusion.

- **Participate as members of the administration of the organization, offer to have meetings in the centres: CIJAD**
- **Invite their members to participate in the Governing Board of the centres: CCQ**
- **Provide office space for the partners to be physically present in the centres: YMCA**
- **Develop common activities in partnership with the different organizations: Peer tutoring, Mental health awareness,...**
- **Develop partnership to increase services for the students: daycare, summer camp, bursaries, food baskets, language classes...**

English-language services | Santé Montérégie Portal (<https://www.santemonteregie.qc.ca/>)
<http://legisquebec.gouv.qc.ca/>



CHALLENGES

- Allowing students to be independent in their studies and allowing for flexibility during their learning while respecting sanction and attendance. Informing students of all their options: traditional, virtual, hybrid and distance classes, individualized approach, RAC, Concurrent Studies, Exams only, Autonomous studies...
- Students are to be engaged in the centre and at the School Board to have a voice to express the needs of students:
 - be prepared and have the necessary tools to pursue independent studies
 - develop skills to maintain a healthy schedule of work and study time
 - take advantage of the help offered in the centre : SWT, Resource Teachers, SET, remediation, tutoring, Orientation week, Adult Learner's week workshops...

HOW CAN ADULT EDUCATION AND VOCATIONAL TRAINING CENTRES, THROUGH A SYSTEMIC APPROACH, ADAPT THEIR GUIDELINES, RULES AND REGULATIONS, AND PRACTICES FROM A PERSPECTIVE OF EQUITY AND INCLUSION WHILE CONSIDERING THE REALITIES AND SENSITIVITIES OF ADULT STUDENTS

- Develop a statement and/or guidelines on life-study balance in consultation and collaboration with all stakeholders, aligning them with the school board policy on work-life balance;
- Develop rules and responsibilities of centres in consultation and in collaboration; train the body of students who will be consulted on these documents to make them authentic;
- Encourage students to participate actively in Student Councils and Governing Board, learning skills to be transferred into their work life;
- Encourage students to lead and Chair meetings and working groups, train them to develop lifelong learning skills with community groups such as CJAD, YMCA, CLC, South Shore Reading Council...
- Give academic credits to students for their participation, validate their involvement:
 - **PRS5111-1 (Personal Social Development Code) Student Council.**
 - **SST5051-1 (Social Political Life) Governing Board.**
 - **Awards of participation at graduation and general assemblies.**

MINISTÈRE DE LA FAMILLE

Financial support program for family-work-study balance intended for certain educational settings for parents-students (*Programme de soutien financier en matière de conciliation famille-travail-études destiné à certains milieux d'enseignement pour les parents-étudiants*)

- Project proposal 2021-2022 _ Consult site regularly for Project deadline
- Le ministère de la famille: [Programmes / Programs](#)

Articles to help start conversation on the subject:

- <https://www.srdc.org/media/553114/srdc-adult-learners-lisa-report.pdf>
- <https://irpp.org/research-studies/if-at-first-you-dont-succeed/>
- <https://www.coursehero.com/faculty-club/classroom-tips/wanda-carr/>
- <https://evollution.com/opinions/flexible-programs-assist-adult-learners-to-thrive/>
- <https://www.ryerson.ca/content/dam/learning-teaching/teaching-resources/teach-a-course/engaging-adult-learners.pdf>

HOW TO BUILD THE CAPACITY OF ADMINISTRATORS AND TEACHERS TO REDUCE INEQUITIES THAT ALREADY EXIST FOR DISADVANTAGED STUDENTS?

- Train the trainers (administrators, professionals, teachers, support staff)
- Organize and attend common and in co-development Professional Development opportunities. Centre administrators to develop the skills they need to address the issue of equity and move forward the teams under their supervision;
- Often report to team members on the success and reflect on the challenges, monitor advancement through their Educational Plan reports;



WHO TO INFLUENCE TO BETTER PREPARE OUR STUDENTS TO LIVE TOGETHER IN A DEMOCRATIC SOCIETY AND REACH THEIR FULL POTENTIAL?

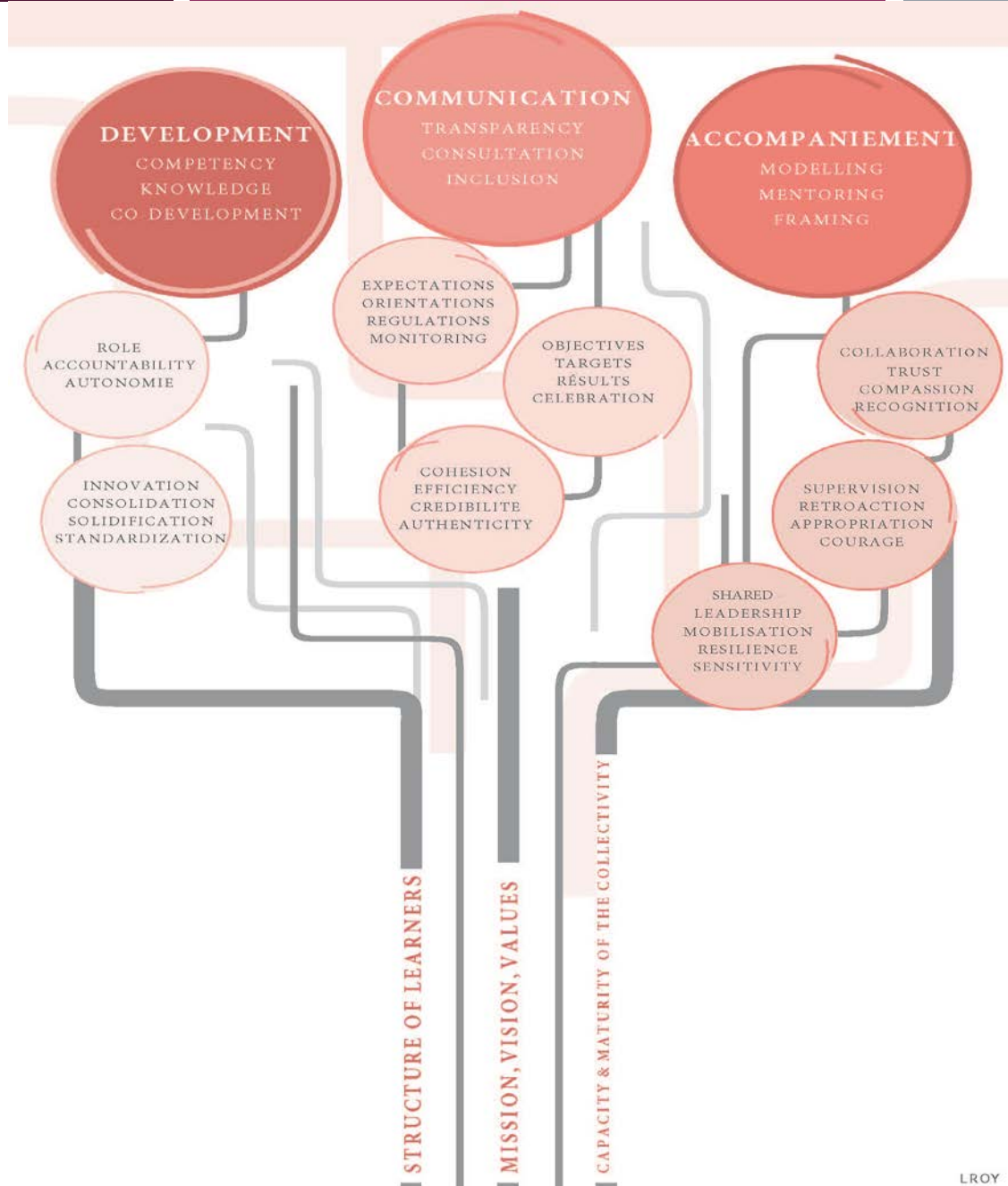
What do we want for our students?

How will we know that our students reach their full potential in a democratic society?

If they are not, what are we doing about it?

- By providing coaching and modelling from credible influencers; the influencers being the leaders. The leaders being those who lead.
- The better leaders are trained to work in collaboration and inclusion, the more they will transmit these values when meeting with their teams. They will organize PD for their teams to reflect on the vision and the mission of the centre, which includes the beliefs and values of equity for all;
- Ensure that awareness activities, organized during the year, reflect the equity and inclusivity statement;
- By educating, training, coaching and mentoring, leaders will influence all collaborators in their centres to follow in their footsteps while adopting shared leadership principals and co-development learning strategies.

Organizational Tree:
Building Capacity
and Sustainability



THANK YOU



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Réussir dans les deux langues!
Success in both languages!

