

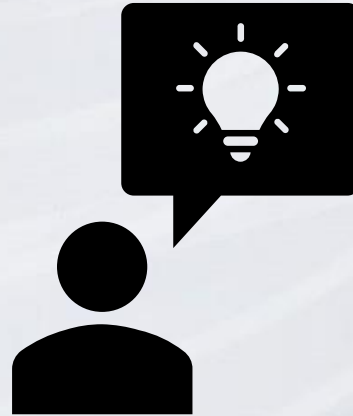
What lessons can be learned from the experiences of FGA and FP youth in a pandemic context?

Avenues for School Engagement

Presentation adapted from keynote presentation by Nadia Rousseau Ph.D.
Rencontre nationale SARCA-SEC, Lévis, 2 février 2023.

While examining the Powerpoint...

...a reminder the PROCEDE crew can help!



Why be interested in the school experience?

Influence on:

Relationship to school and building the learner profile

- Competence/Incompetence
- Appreciation/Judgment
- Controllability/Uncontrollability
- Importance of the task

(Monteil & Huguet, 2002)

Educational outcomes and guidance perspectives

(Bamba, 2018; Le Bastard-Landrier, 2005)

Why be interested in the school experience?

Influence on:

Affectivity, teacher-student relationship and report to the teacher.
Contribution to a reflection on the characteristics of a successful relationship.

(Espinosa, 2016, 2018)

Why mobilize students' voices?

To inform research and practice

- Their voice in making decisions about them.
- Their voice in sharing strategies to supporting learning.

(Flutter, 2007)

Required to:

- Understanding the complexity of relationships in the educational context.
- Bring the message of a diversity of learners.

(Bolic Baric et al., 2016)

FP/FGA questionnaires (Mar - June 2021)

Survey dimensions in the questionnaire

Dimensions

School experience component

Relationship with teachers
Relationship with peers
Access to computer equip. and
Internet

School Engagement Component

Elements of support for school
engagement
Well being at school
Strategies at home
My Centre Strategies (FGA/CFP)
How can I help you?

FP: 212 participants 16-24 years (19.88); 54% Female; 45.5% Male; 0.5% Non-binary
FGA: 79 participants 16-19 years (18.18); 57% Female; 40.5% Male; 2.5% Non-binary

School experience and engagement

Consensus elements on *Experience* - FP/FGA over 80% agreement

The relationship with teachers is essential to the quality of the school experience

| | |
|---|--------------|
| Maintaining contact with my teachers contributes positively to my experience learning. | 90.7% |
| Being able to ask my teachers questions contributes positively to my learning experience. | 97.3% |
| Having explanations from my teachers contributes positively to my experience learning. | 96.6% |
| Having encouragement from my teachers contributes positively to my learning experience. | 95.9% |
| Feeling that my teachers are interested in me contributes positively to my learning experience. | 96.2% |
| A friendly relationship with my teachers contributes positively to my experience learning. | 96.6% |

School experience and engagement

Consensus elements on *Experience* - FP/FGA over 80% agreement

The relationship with teachers is essential to the quality of the school experience

The humour of my teachers contributes positively to my learning experience.

95.2%

Relationship with peers influences quality of school experience

Doing homework or assignments with peers enhances my learning experience in general.

81.8%

Interacting with peers through different means of communication improves my learning exper.

80.1%

School experience and engagement

Consensus elements on *Well-being* at school FP/FGA over 80% agree

The relationship with teachers is essential to the quality of the school experience

| | |
|---|-------|
| My academic commitment is increased when “I like” my teacher. | 94.0% |
| My academic commitment is increased when “I like” the subject studied. | 99.0% |
| My academic commitment is increased when my teacher loves the subject. | 97.6% |
| My academic commitment is increased when I feel that my teacher is engaged. | 96.6% |
| My academic commitment is increased when the time allotted to my homework is balanced. | 88.3% |
| My academic commitment is increased when I receive feedback on my works by my teachers. | 94.2% |

Work at home routine

For the FP:

More important for 19-24-year-olds than for 16-18 year old's.

More important for women than for men.

Well-being at school

Consensus elements on *Well-being* at school FP/FGA over 80% agree

Well-being at school is a concern

| | |
|--|--------------|
| Over the past month, I have experienced stress or anxiety. | 81.1% |
| Over the past month, I have felt powerless about events. | 79.7% |

For informational purposes

Well-being at school is a concern

| | |
|---|--------------|
| Over the past month, I have experienced a sense of sadness. | 67.4% |
|---|--------------|

*All the above more important in women than men.

Strategies that help in my centre

Elements on **Support Strategies** at the FP/FGA centre over 80% agreement

Strategies used at the centre that support learning

| | |
|--|-------|
| Have flexible teachers for the work required. | 95.2% |
| Having teachers sensitive to what I'm going through. | 93.8% |
| Have committed teachers. | 98.3% |
| Receive individual support from my teachers. | 97.3% |
| Having teachers who are happy to teach me. | 99.0% |
| Feeling that my teachers enjoy being with me, teaching me. | 96.6% |

Strategies that help in my centre

Elements on **Support Strategies** at the FP/FGA centre over 80% agreement

Strategies used at the centre that support learning

| | |
|---|-------|
| Perform work that is scored, evaluated by my teachers and used on the final mark. | 89.3% |
| Have activities to share or discuss. | 82.1% |
| Get additional academic support from my teachers when needed. | 90.0% |
| Get additional emotional support when needed. | 80.4% |

Supporting my learning experience in my centre

No consensus (80% or more), but significant differences

- Virtual Mentoring Service - More important for women than men
- Support to optimize material efficiency - More important for women than men
- Individual meetings with support personnel - More important for the 19 - 24 years of the FP then FGA students

Other ways to improve FGA engagement

- Provide a human, positive and personalized welcome at the centre, especially when registering
- Focus on sub-group learning
- Create an inspiring school environment animated (student radio, thematic days, social, educational and extracurricular activities)
- Leverage group discussions, work made in collaboration (the notebooks are too repetitive)
- Offer remedial workshops for better accompany those who have more difficulties
- Provide a transit system more accessible and less expensive
- Provide individual spaces for the studying
(Discussions with 3 groups for 75 minutes)

Other ways to improve FGA engagement

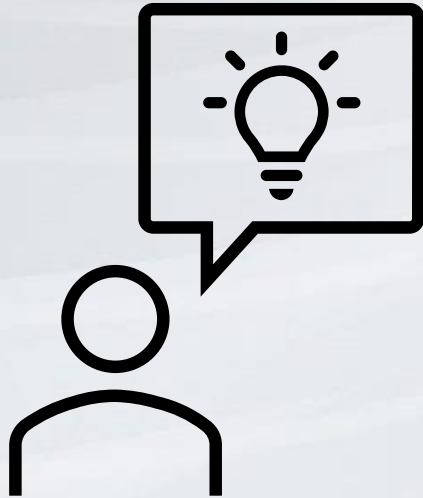
- Update and standardize the material taught in all the mediums mobilized in the training (notebooks, videos, tools, software equipment)
- Create short instructional videos on the material being taught
- More availability to answer questions
- Provide psychosocial support to students (morale, motivation and school pathways)
- Provide individual follow-up time for students

Conclusion

- Research suggests that teachers in our centres have a substantial impact on both student experience and well-being.
- John Hattie and his team have presented Collective Teacher Efficacy (CTE) as the “*new number one*” influence related to student achievement.
- John Hattie video:
<https://player.vimeo.com/video/267382804?title=0&byline=0&portrait=0>
- Student efficacy is also impacted by teacher support strategies and through innovative teaching. Centre culture also plays a role.

We hope this information sparks some ideas...

...and the PROCEDE crew is still here and can help!



Next steps

- Meet with the SB ped consultants and share this information.
- Contact Procede and speak to one of their ped consultants.
Robin rlong@lbpearson.ca or Brian bseltmann@nfsb.qc.ca
- At a staff meeting or ped day, schedule professional development for your staff regarding this important research.
- Have activities to complement the data for your staff; and yes, the PROCEDE crew can help development training and pd activities! We're here to support you!