

ACTION Parents

Volume 44 • Number 2 • November 2020

GOING DIGITAL...

- RESPONSIBLY
- IN COLLABORATION
- AT SCHOOL
- AT HOME



GOING **digital!**

ACTION Parents

Volume 44 • Number 2 • November 2020

Action Parents is a magazine for parents active in Quebec schools, and more broadly, all parents and partners in the education sector.

To consult this November issue as well as previous issues, visit our website at: www.fcpq.qc.ca.

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WORD FROM THE EDITOR-IN-CHIEF

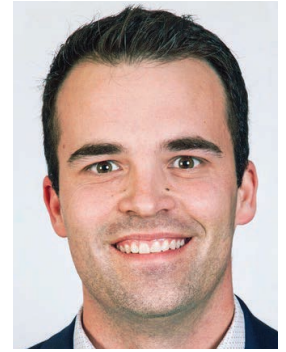
Dear readers,

The FCPQ team is pleased to present this edition of your magazine *Action Parents* focusing on the digital theme. Digital technology has been increasingly pervasive in our schools and in our lives in general for years, but its use became essential last spring, both for the education of our children and to stay in touch with those around us.

In this edition, you will find subjects of interest to parents in relation to the digital shift. We address the complex issue of responsible use of digital technology, and then highlight its benefits for collaborative purposes. Our education partners will then give you an overview of initiatives currently underway in our schools, boards and service centres, and we will conclude with advice on using it at home.

Happy reading!

Stéphanie Rochon



Dear friends,

"Digital" has been on everyone's lips since the start of the pandemic. Telework, online shopping and virtual professional and personal meetings are now a regular part of daily life for many families. Schools are also embarking on the digital shift to adapt to new realities, which definitely has an influence on our youth, and on us, their parents.

In addition to presenting challenges for many in terms of student success and academic motivation, the closure of schools in the spring made us appreciate that the use of devices and technology must be accompanied by good habits, vigilance and supervision.

It is normal for parents to want to feel supported and confident enough to support their children in distance learning. New tools and applications evolve quickly, and it can be difficult to keep up with our kids' digital knowledge, skills and activities. That is why we are bringing you this special edition.

At the Quebec Federation of Parents' Committees (FCPQ), we are working on our own digital shift. Since the start of the pandemic, we have been working to ensure that parents are equipped as the drive towards digital continues to gather speed. The FCPQ is working on many initiatives to better inform and reach parents wherever their busy lives take them, and we can't wait to present them to you!

In addition to our magazine, we are collaborating on a special edition of our partner's publication *L'École branchée*, focusing on digital technology and scheduled for release early next year. We are also working on projects in collaboration with our partners from the English Parents' Committees Association (EPCA). We are also proud to present our first bilingual edition of your journal in collaboration with EPCA.

We thank our partners for contributing to this initiative. All parents are the winners!

We will continue to inform you of what is going on in the education sector and support you in your commitment, to keep ensuring that all our children have access to quality educational services.

Going digital!

A handwritten signature in black ink, appearing to read 'Kevin Roy'.

Kévin Roy

DIGITAL 'FUSION' and our Kids' cultural Umbilical cord

Many of us are from the last generation to grow up outside the ubiquitous social media bubble; our worldviews forged by less sophisticated means of communication of mythology, culture and news than today's Silicon Valley algorithms.

Seeing kids fused to devices irks most parents, rightly concerned about screen-time's toll on family dynamics and kids' cognitive and emotional development. Evidence abounds that digital usage disrupts physiological rhythms, concentration, sociability, cervical health and more.

We wag our fingers, telling them in "our day" we watched 'Road Runner', climbed trees and rode bikes. Check out what our children are watching: we are *severely* outgunned.

Technology is our virtual lifeline mid-pandemic, children spending most waking hours in front of their laptops, tablets and phones. We're likely doing same. When we excuse our incessant checking of emails or reports as a necessary evil of 'adulthood', we are missing the point. Kids feel similarly attached, the swelling Venn diagram of their digital lives absorbing their worlds of entertainment, self-identity, social connection, sexuality, political enlightenment and now, education.

Do we force them to sit down and read a book? And then offer a reward of... screen-time? (Now that is worth a LOL!)



Reared on Social Media

Let's seize this opportunity to learn more about each other. If age-appropriate, discuss "that" Tik Tok video, racist and sexual content, political messaging, any material that is devoid of context. It's not all lascivious videos, frat boy hijinks or tweens lip-synching hip-hop. Our children encounter politics, history and current events via those same platforms, an entire generational worldview reared on social media.

Talk about their actual social media consumption, not to judge or titillate, but to compare to your own. Place phones side-by-side and analyze each other's feeds: Your Yoga clips, baking ads and investment news, their makeup tips, social justice memes and sports bloopers.

Discuss that we are often viewed as cogs in a perpetual machine spewing product at us to keep us there, like a spider securing its prey. Ask the question: like the *Matrix* model, are we mere batteries fuelling a machine keeping us enslaved as content consumers through distraction and passivity?

Marshall McLuhan's "medium is the message" explained that content transmitted to different senses transforms perceptions which is the underlying meaning, awakening us to the transformative power of the visual medium.

Fast-forward a half-century with Instagram, Facebook, Tik Tok, Snapchat, Twitter, Pinterest and YouTube: our kids are the content. Infinitely more powerful than radio or television, social media are simple and accessible to children lacking cognitive ability and emotional maturity to discern truth from fiction, glean history from mythology, or understand nuance or context, usurping parental authority.

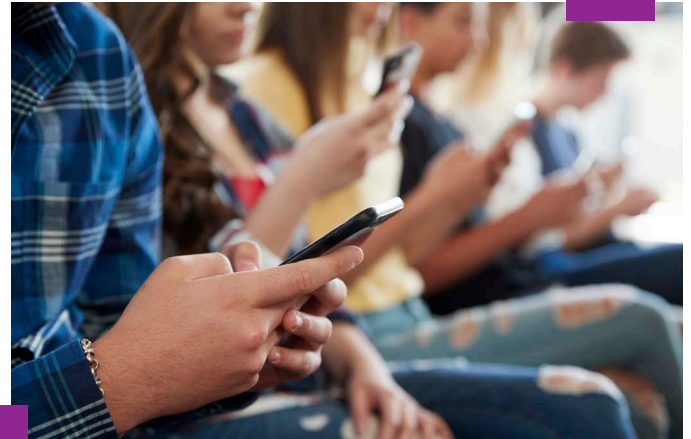
Their world changed

We've always had plenty to fight about - fashion, dating, curfews, chores, but let's face it, their world changed with their first swipe and first reaction - or not - to a sticker, pout or video, and began waking every day anticipating what they'll be told to think, laugh at, cry at or purchase.

With this unrelenting cultural umbilical cord feeding their developing minds with self-affirming sustenance, is it any wonder that parents and children are the new Two Solitudes?

Feeling powerless facing such overwhelming odds and high stakes for our kids - who are not necessarily on our side? Before toggling off Wi-Fi, yanking out router cords, or snatching phones from their hands, try engaging them in the exercise as individuals *and* as families.

We cannot tell them we know it all because we do not. Instead, show your vulnerability and discuss your own device-withdrawal symptoms. Be honest! Painfully so.



They are often in so deep, but through reflection, support and this shared experience, maybe they will understand enough to offer their own prescriptions. That's a start.

Maybe there is something to losing a battle but winning the war.



INSRIPTIONS DES ÉCOLES
À L'ÉDITION 2020-2021 EN COURS

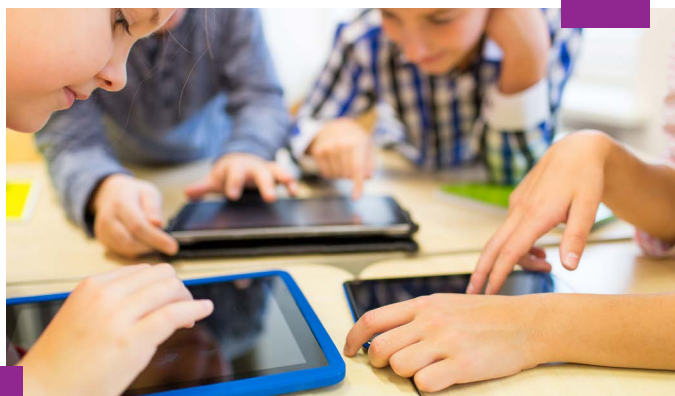
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**UN PLAN D'ACTION SÉCURITAIRE, FLEXIBLE
ET ADAPTÉ À LA RÉALITÉ DES ÉCOLES
POUR PERMETTRE AUX JEUNES
DE BRILLER QUOI QU'IL ARRIVE**

ON FAIT TOUTE UNE SCÈNE
POUR DES JEUNES PASSIONNÉS

**SECONDAIRE
EN SPECTACLE**

SCREENS AND YOUTH: 40 recommendations for parents



While schools in Quebec and elsewhere in the world are wrestling with the concept of online learning, it seems appropriate to offer this information from the document *Les écrans et les jeunes: 40 recommandations pour les parents*.

The sedentary behaviour of youth and their excessive use of devices is worrisome not only to parents and teachers, but also to public health experts. Despite these concerns however, a summary of some 13,659 studies looking at the impact of screens on the health of young people shows that this is not so obvious¹. These studies reveal that we still know too little about the impact of devices, even if we know that young people use them a lot. Indeed, according to a study carried out by Common Sense Media², adolescents (13 to 18 years old) devote nearly nine hours per day to them, or some 3276 hours per year.

Nevertheless, a major 2019 study of some 355,358 adolescents and published in *Nature Human Behaviour*³, reveals that despite the impressive amount of studies over the years seeking to show the contrary, screen time and use of technologies have little impact on youth health. Indeed, researchers note, with a hint of sarcasm, “eating potatoes regularly was almost as negatively associated with well-being as using technology.”

These 40 concepts drawn from various research are presented in their most simple form. Parents should not try to painstakingly apply these ideas, but rather use them to be better informed when making decisions for their children regarding devices. We

must not forget that the use of screens at home - as at school - must above all be based on research, but also judgment, discernment, enthusiasm, and sometimes even moderation.

The stance to adopt by public health experts, parents, schools and teachers should be neither pessimism in the face of challenges posed, nor euphoria in the face of the world of possibilities opened by this technology. Rather, it should be one of clear-headed engagement.

The speed at which technologies are evolving calls for careful vigilance, and above all, constructive and sometimes preventive education. Parents need to understand that children will make mistakes, with or without screens, and that they can help their child learn from their errors. Why not consider, like Michel Serres, that perhaps by opening a respectful dialogue, young people will understand both the advantages and the excesses associated with devices?

“He or she writes otherwise. To observe them, with admiration, send, faster than I can ever do with my stiff fingers, send, I say, text messages with two thumbs, I have baptized them, with the greatest tenderness that a grandfather can express, Petite Poucette and Petit Poucet.”⁴

A. Helping your child learn with digital

1. Help your child use digital technology to learn.
2. Have your child develop critical and constructive thinking about technology and the Internet.
3. Encourage your child to be a responsible digital citizen and consult the Government of Quebec’s Digital Competency Framework⁵.
4. Help your child develop a set of digital skills: seeking information, creating, communicating, collaborating, producing content, solving problems, etc. Here again, the Digital Competency Framework is an excellent tool.

5. Employ your child's computer skills to help the family, to motivate them to accomplish tasks where their expertise will be recognized (planning outings, trips, finding contacts, etc.).
6. Demonstrate that you are open to and aware of these technologies and platforms.
7. If your child primarily uses digital technology for entertainment purposes at school, contact school staff. In class, technology should primarily be used for learning.

B. Guidelines for devices: establishing rules in a collaborative way

8. With devices such as phones, tablets, computers, and televisions so pervasive in their lives, it is necessary to define their use for young people. That is, establish clear rules in a collaborative way if possible.
9. Develop rules for using devices in an atmosphere of calm and good humour: It is in the parent's interest - even if may seem frustrating that the child does not understand or adhere to the new rules quickly. Learning is a long process, and parents should be patient to be effective in helping their child adopt responsible practices.
10. We must also think about applying these rules and strategies along with consequences, to ensure that the child respects them. The word 'punishment' should be avoided. Instead, parents can help empower their children by speaking of 'consequences,' which are a function of the child's own actions. Occasionally, parents may feel that children deserve consequences for inappropriate device usage, and these are easier to establish if they are clear and not overly subjective, and the child understands why they are applied.
11. These guidelines must include device-free times or places, such as during meals, after certain hours in the evening, etc.
12. Establishing screen-related routines can help kids become more independent. For example, they will know that during meals, their phone should be in the bedroom, and *not* on their person.
13. Do not let younger children sleep near their phone, tablet or computer, which they can be tempted to use while parents are sleeping.
14. As much as possible, digital devices used by young children must be kept in a common and visible space in the home so that parents can provide supervision.
15. Guidelines must clearly distinguish between screen time for educational purposes and games, entertainment, etc. Research shows there may be no ideal amount, so it is up to parents to determine screen time with their child, for learning and for fun.
16. Establishing guidelines is a challenge. For example, a child who performs a school task on the computer may also have their phone with them connected to social networks. Parents should thus explore several possibilities before setting rules.
17. Some mobile devices and applications allow you to keep track of screen time. Use this data both to be aware of the child's usage, but also to make *them* aware of it.
18. Screen time does not always have to be 'alone' time. There may also be collective, family screen time as well.
19. Rules should vary, depending on the age of the child, day of the week, and context, such as exam period, vacation, etc.
20. You must also try to set an example for your child even when difficult: If *their* phone is prohibited at the table, *yours* should be too.
21. Help your child find the right balance between leisure, schoolwork and technology.
22. Teach your child that access to devices and technologies (games, Internet, etc.) is not a right, but a privilege.
23. Make sure that screen time never interferes with essential activities such as sleeping, eating, and personal hygiene. Even though research shows that little is known about the real impact on youth, it is understood that there is a significant problem when screen time takes on such magnitude that it interferes with essential activities.



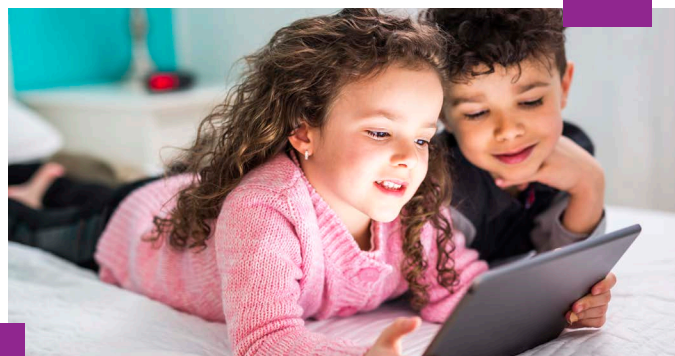
24. If a parent notices that their child has an intense and compulsive need to use a device, the child may be experiencing a problem with cyber-addiction, and a specialist should be consulted. This is particularly evident when the child cannot refrain from using their device despite the known consequences. Help prevent it by establishing guidelines in collaboration with your child and ensure that they are applied.
25. Parents must understand that there is no ideal age to own a cell phone or smartphone: they are the only ones who can decide for their children.
26. Parents should seek to limit and avoid conflicts over screen time, one of today's greatest household challenges. If you feel that a conflict is mounting, try to resolve it quickly before it becomes a pitched battle. This does no good for parent or child, so we must quickly find common ground to prevent escalation.
27. Be sure to regularly congratulate children for their responsible use of devices. Frequent praise limits the emergence of conflicts.
28. Take the time to listen carefully to your child when he or she talks about screen time as it allows them to shed emotional residue, (or 'bad vibes'). Developing this skill requires time and patience, so take the time to get them used to opening up.

29. Parents must speak to their children regularly and express their concerns, avoiding long lectures at all costs. Children will be much more receptive to certain criticisms or comments if they do not feel they are being admonished. Speeches that are too long can aggravate a conflict rather than resolve it. It is in *your* interest to be succinct and calm.

C. A safe environment for all

30. All parents need to learn about the technologies and applications so pervasive today, especially those popular with youth. For example, teenagers prefer *Instagram* to *Facebook*, while young girls favour *TikTok*. You should not hesitate to discuss this with other parents or friends who have children of the same age.
31. You must know which websites your child visits most frequently.
32. Find the right balance between allowing a private and personal space for your child and learning about what he or she is doing with technology.
33. Talk to your child about cyberbullying, to prevent it, but also to act.
34. It should also be made clear that if your child is a victim of cyberbullying that they should talk about it; it is behaviour that cannot be tolerated; the law protects them; that it is not their fault; that you will help them put a stop to it immediately; and there will be no consequences for them.
35. Pay particular attention to changes in your child's behaviour. They can be linked to events that have occurred on the Internet, or on social networks.
36. Talk to your child about the benefits and challenges of the Internet and explain the four main types of risk: unwanted contact, unwanted content, unwanted conduct (by them or others), and unwanted costs.

37. Be sure that they understand what they can and cannot do, and for what they must absolutely seek permission before doing.
38. Regularly remind your child that certain private or personal information relating to them or your family must not be published online.
39. Ensure your child uses a pseudonym and not their real name, especially younger children.
40. Have your child be responsible for what they do, or do *not* do, with technology.



- 1 Karsenti, T. (2019). *La question de l'usage des écrans et la santé des jeunes : une vigilance raisonnée, une éducation préventive...* Formation et profession, 27(3), 138-145. <http://dx.doi.org/10.18162/fp.2019.a190>
- 2 <https://www.common sense media.org/about-us/news/press-releases/landmark-report-us-teens-use-an-average-of-nine-hours-of-media-per-day>
- 3 Orben, A. et Przybylski, A. K. (2019). The association between adolescent well-being and digital technology use. *Nature Human Behaviour*, 3, 173-182. <https://doi.org/10.1038/s41562-018-0506-1>
- 4 Serres, M. (2012). *Petite Poucette*. Paris, France: Le Pommier.
- 5 <http://www.education.gouv.qc.ca/en/current-initiatives/digital-action-plan/digital-competency-framework>



• **Félicitations**

aux nouvelles élues et nouveaux élus de conseils d'administration des centres de services scolaires.

• **Ensemble,**

travaillons à la réussite de tous les élèves.

• **Continuons**

à œuvrer à la santé et à la sécurité de tous !



La Fédération
des centres de
services scolaires
du Québec

THE TEACHER-PARENT RELATIONSHIP: A must for the success of distance education

Current challenges have demonstrated how decisive the relationship between the school team and parents is to students' educational success. The closures last spring enabled several schools to take the necessary means to equip not only students, but also their parents, for continuity in their education. To achieve this, communication must not simply be relayed from school to family, but rather, bi-directional, so that everyone can take continuous, concerted actions throughout the year, especially in the context of remote learning. This is called *co-education*.

3 winning conditions for *co-education*

1- Be considerate

Do you sometimes find it hard to keep up this year? Does the notion of your children following their courses remotely frighten you? This is completely normal, and we must not forget that from the teachers' perspective, the new context is also uncertain. It is still new territory for most of them and demands enormous adjustment. Don't forget: Many of them are parents too! Therefore, the most constructive approach is opening a dialogue by telling teachers *what* you need and asking them *how* to work better, together.

2- Work together

You may feel like you are already doing a lot, and yet still feel like it is never enough. Take the time to ask your child's teacher what you could work on *more specifically*, based on your child's learning and needs. Above all, don't you want things to go well, and have you not already received some notes in your child's agenda? Take the time to speak with the school team and explain what is working well at home, which will help adjust the interventions made at school for your child. This is an opportunity to share relevant information that supports concerted action.

3- Establish constructive dialogue

Do you have the impression that you are not understood, or that you are awkwardly explaining the problems you are experiencing? It's normal! Communication has always been a necessary challenge for developing relationships. As the digital age ushers in its share of complex and sensitive situations for us to over-

come, the ethical reflection model enables constructive dialogue, both between adults and with our children. So before addressing a situation, take a step back: It is often the best thing you can do to discuss it constructively with school staff.

No matter how the year unfolds, you have learned over the years how to guide your child through his or her school career, whether at home or in school. Once all realize teaching cannot be easily improvised, we can learn to team up and ensure the educational success of our youth.

"The aim of co-education is rather to find common ground between [school workers and parents] with the sole objective of the well-being of the child."

- Humbeeck, Lahaye, Balsamo and Pourtois (2006)

To obtain the full edition of *Magazine École branchée sur la famille*: www.ecolebranchee.com/famille (in French)

FOR MORE INFORMATION (IN FRENCH)



- Coéduquer : un lien école-famille à tisser
- Le numérique : un levier pour la communication enseignant-parent
- Éduquer à une utilisation éthique du numérique en favorisant un dialogue constructif avec les jeunes

The *École branchée sur la famille* presents columns, videos, interviews and CréaCamp tailored to support you in co-education in the digital age. If you want to exchange with Judith Cajelais, Julie R. Bordeleau or Stéphanie Dionne, join the Facebook group *École branchée sur la famille: Coéduquer à l'ère du numérique*.



Teachers
and parents

**Together for
educational
success!**



FÉDÉRATION
DES SYNDICATS
DE L'ENSEIGNEMENT
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du Québec

WHY USE A COMPUTER OR TABLET for homework?



There is no question: Computers and tablets have great educational potential, and many educators use them in class and invite their students to use them to complete their homework. They offer many benefits:

Taking advantage of educational software, sites or games

While tablets and computers are interesting tools, their educational value depends on how they are used. To reap their full benefit, one should carefully choose sites to visit and tools to use. For example, with Alloprof you can direct your child to:

- online vocabulary exercises
- review tools
- educational games
- educational pathways
- CyberRévisions
- etc.



FOR MORE INFORMATION

Game Zone
Tools

Increase motivation

When properly integrated into teaching, technological tools can boost student motivation by offering them a wider variety of individualized learning strategies. Additionally, some sites or applications use emulation systems to better capture and maintain the child's interest. Consider the following games:

- Grimoire
- Fin Lapin
- Météormath
- etc.

Gain confidence

Technological tools can be beneficial for all children, especially those with learning disabilities who can use them to:

- improve their comprehension
- read more easily
- organize and structure their work
- better manage their learning challenges
- etc.

Their tendency to facilitate learning helps the child achieve better results, and the student gains confidence as she sees her chances for academic success increase.

Working with other students

The use of technological tools during the homework period also offers children the opportunity to communicate with other students in their group. This virtual collaboration promotes:

- knowledge sharing
- wider exchanges of ideas
- tutoring between students
- etc.

Better access to information

Whether it is to do research or simply obtain additional explanations about a subject, electronic tools increase access to information. Of course, children should always be encouraged to question and verify the credibility of visited sites. To do this, ask them to pay close attention to and consider:

- the site's general appearance
- content
- author of content
- etc.



ABOUT ALLOPROF PARENTS

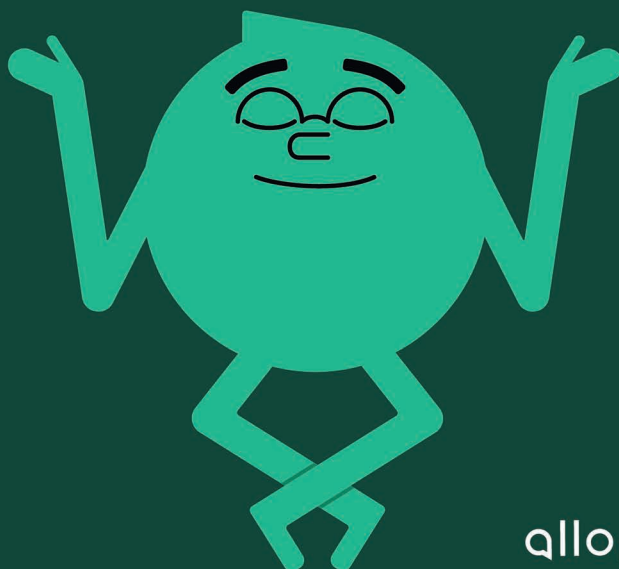
Alloprof Parents was created to make life easier for parents throughout their children's school career. To address their concerns, the Web platform offers printable articles, videos and tools on homework, academic progress, learning disabilities, child development and family life.

Alloprof Parents also offers a telephone service for parents to connect with professionals such as resource teachers, Monday to Thursday from 5 p.m. to 8 p.m.

These specialists can answer questions posed via the private messaging service of the Alloprof Parents Facebook page during the same hours. Finally, a newsletter and the Facebook page offer news and the best strategies for parents to help their child according to their grade level.

Website: www.alloprof.qc.ca/en/parents

**Des enfants
à l'école?
On a de bons
trucs.**



alloprof.ca/parents

alloprof parents

DIGITAL: The importance of the right tools

Digital is taking an increasingly important place in schools, which communicate with parents through a variety of platforms, use online calendars, and offer online conferences. Note-taking and reading can also be done using a tablet, and some student exchanges take place via videoconferencing.

Schools are modernizing to stay connected in the world in which students are evolving. Some people however, are less comfortable with technology, so to ensure efficient service for parents, teachers and students, schools must implement the *right* tools according to its communication intentions.

Standardize communication platforms

Many establishments prefer digital platforms to communicate with students or their parents. It is an increasingly widespread solution, but once again, the multitude of available options can lead to confusion for some families.

Some schools turn to web platforms such as *Class Dojo* or *Google Classroom*, while others rely on an internal portal to exchange with parents. Their operation can quickly become a real headache for parents. Indeed, if a family has two high school children attending two different schools, they may need to learn two platforms. It would be advantageous to an entire school sector if a single platform is adopted at all establishments, both primary and secondary. Their use would be simplified for parents who would only have to master one application to monitor their children's learning.

The appearance of digital in classrooms

It is now common to see even very young students using online educational tools to do math exercises, read texts or take notes. But even if children have an easier time adapting to new technologies, it is necessary to ensure the proper use of digital tools in the classroom, because some students can easily be discouraged or simply prefer literal learning. Adaptations should also be made if the use of digital technology is not optimal for the child's development.



It is also important to remember that taking handwritten notes stimulates more thinking and memory!

Yes to digital, but not to the detriment of interactions!

Digital tools should not limit human interaction, which is so beneficial to the classroom without involving a screen. School is a space of exchanging and sharing where one acquires notions which are as much practical as theoretical. The evolution of technologies now makes it possible to achieve, to teach, and to learn, but it is very difficult to replace the spontaneity, interaction, and the benefits of a teacher in a classroom available to respond to the needs of students and guide them in their learning. Presence in class allows proximity and irreplaceable personalized support for children, especially for the very young or those with certain difficulties.

While the use of digital technology is beneficial and several advantages flow from this new way of doing things, it remains important to know how to use it to maximize the development of students in their learning.

It is important to find the right *balance*.



FQDE
Fédération québécoise
des directions d'établissement
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Influente pour son milieu

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COMMUNICATION

RÉUSSITE DES ÉLÈVES

DÉVELOPPEMENT PROFESSIONNEL





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Sophie Cliche, educational services coordinator

Keven Boutin, educational counsellor

AN ENGAGED AND INSPIRING digital community



For several years it has been clear that we must update our practices in relation to the labour market, which is undergoing a great transformation, where technological tools and robotization are now an integral part of everyone's reality. In this sense, it is our duty to prepare our young people to become engaged and active citizens, both in their digital sphere as well as socially in their communities.

The perspective from last March allowed us to make observations and develop actions related to the challenges ahead. How do you nurture commitment and support student motivation in this new context? It is not simply about reproducing lectures and using a computer screen as a simple broadcast interface. We must get students to *act*, provide them with feedback, support them in their own learning, and above all, create meaningful bonds with them. We must rethink our approaches keeping in mind that the status quo is no longer possible.

Digital skills development for youth and adults is necessary far beyond the current pandemic context.

At the Centre de services scolaire de la Beauce-Etchemin, we defined an exit profile for students calling for communication and development of critical thinking, and digital citizenship, which is developed at home through complementary services in collaboration with teachers, and part of a personal skills development continuum and the first component of the ministerial digital plan.

The deployment of digital skills must allow for improved teaching practices and support of student learning. To this end, we offered personalized remote support for teachers as well as numerous

training sessions at the end of last year, and during the start of the current school year. Currently, custom support is available for our establishments.

How do we get there? With a vision and cohesion of the diverse teams whose expertise is put to good use. Whether we think of the various services by the Centre de services, of schools and of staff, all must be involved in any actions we take.

A few developments in recent years have enabled us to create the necessary environment for digital implementation. Robotics in primary and secondary, and the development of Kréolab in high school, have been levers for the engagement and motivation of students. These meaningful projects permit students to use their creativity, curiosity, and technology resources to develop expected academic skills.

We can not therefore, discount the commitment of our teachers in the deployment and development of a digital skills shift.

To get there, we must find the time and resources to encourage networking and the sharing of expertise to succeed in creating the necessary links for children to progress.

We have also developed online courses which have for years supported educational pathways of those students who cannot attend school for various reasons. Whether on a regular basis during the school year, during summer to remedy failed subjects, or at the end of the course to address missing units, these courses have enabled numerous young people in the region to graduate.

Our classes currently employ hybrid approaches for students who continue their path in a modular way, allowing them to experience virtual learning situations while being present at school. As such, they can participate in different projects, including augmented reality projects to deepen understanding of certain subjects, and paperless classroom initiatives using digital devices (laptop PC, Chromebook or iPad) to support learning.

We can already see that a teacher's use of various digital tools allows them to virtually collect multiple forms of students' traces in their digital homework platforms to better determine

their progress before putting a grade in their report card, while respecting everyone's pace. We also see a joint construction of expertise through these projects and many others, to exploit digital tools as a value-added vector to learning. We are confident that this knowhow will only develop further following our massive purchase and deployment of Chromebooks for all secondary students; a strong initiative that will make the integration of technologies - more than ever - everyone's business!

Since last spring there have been many situations highlighting the need for digital citizenship education. It is easy to imagine students in the near future who nurture each other, who learn differently and at different rates, and who exploit their potential exponentially using digital tools. In short, students who will surprise us with their new capabilities and from whom we will learn.



CHANGING THE WORLD

ONE STUDENT AT A TIME



FÉDÉRATION DES PROFESSIONNELLES
ET PROFESSIONNELS DE L'ÉDUCATION
DU QUÉBEC (CSQ)



SUPPORT

COOPERATE

ADVISE

DEVELOP



Mireille Moisan, c.o.
Guidance Counsellor and Project Manager

VIRTUAL ORIENTATION!

It has been said, and said often, that the pandemic has created its share of turmoil, uncertainty and provoked questions of all sorts among young people and their parents. However, it is essential to remember that it has also highlighted an extraordinary sense of adaptation and innovation in many individuals that should not be ignored!

Professionals who have adapted

In many high schools and post-secondary institutions in Quebec, the means to reach young people have multiplied in recent weeks. Whether by creating digital tools, online quizzes, virtual experiences via videoconferencing or other means, the relationship between advisors, guidance counsellors and youth has not completely evaporated in this unexpected global upheaval.

Guidance counsellors have redoubled their efforts to reach their clientele and offer them services adapted to the situation. Examples of activities and services offered by many counsellors since the start of the pandemic include:

- Personalized support for youth, in person or remotely
- Virtual orientation interviews
- Use of online psychometric tests
- Supplying questionnaires and self-knowledge tools
- Virtual visits to schools and post-secondary institutions
- Web clips or videos on training programs
- Information tutorials
- Etc.

An appreciated presence in times of uncertainty

At school, counsellors accompany students daily in their educational path and help them discover their abilities, personality traits, values and interests, to help them stay in school, make appropriate choices and find their place in society. Because of the crisis, this support was momentarily paused in the spring,

which generated stress and misunderstanding in addition to multiple emotions already provoked by the pandemic.

A lot of questions remain unanswered for young people and parents alike, whether it concerns the choice of options, passage from one grade level to another, career choice, academic difficulties, and more. However, it is never too late to get answers and readjust one's educational path. In times of crisis it is important to receive coaching and individual support to clarify and specify one's school choice in order to plan future endeavours.

Tools to support parents

The current crisis proves that more than ever, the various players in education must mobilize to encourage young people to stay in school and support them during this difficult period. The *Ordre des conseillers et conseillères d'orientation du Québec* (OCCOQ) designed Espaceparents.org (in French) to equip parents accompanying their children throughout their studies. Visit the Info Covid-19 tab for targeted support with regard to this crisis that is hitting the education world hard. Also, a guidance counsellor is



**L'orientation
en mode
virtuel !**

Ordre des conseillers
et conseillères d'orientation
du Québec

available online to answer parents' questions and refer them to the proper resources.

Online or remote guidance services

The OCCOQ also wishes to remind the public that it is possible to have access to counselling services in private practice and/or at a distance (tele-orientation), as well as psychotherapy services offered by members of the Order with the necessary accreditation. Visit the Services d'orientation à distance pour le public (COVID-19) section of the OCCOQ website for more information or to consult the membership directory.



SECTION 5 À 8 ANS

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SUPPORT FOR PARENTS and distance learning

The partial or total transition to distance learning has provoked insecurities in many Quebec families. Added to these are multiple issues such as access, equity and equality vis-à-vis the availability and rollout of digital tools and programming, to name but a few.

The Centre de transfert pour la réussite éducative du Québec (CTREQ) has summarized several key considerations from its Réseau d'information pour la réussite éducative (RIRE) to guide parents in supporting their children in the era of COVID-19.

Parents have enormous influence on their children's school career and are a major factor in their educational success. As reported by *Montreal Hooked on School*, "Parental involvement, or lack thereof, can influence factors such as grades, sense of well-being, attendance, self-regulation skills, educational goals, and motivation."¹ Parental support should therefore go *beyond* homework routines and be demonstrated in their positive attitude towards the teacher, school tasks and even reading.²

Strategies for learning

Certain strategies can be mobilized to support children and adolescents in their learning. The *Education Endowment Foundation* produced a graphic of metacognitive strategies to promote children's self-regulation.³ Alongside the teaching provided by the teaching staff, parents can put in practice one or more of these:

- Question how to perform requested tasks (the "how"). Children can be supported by deconstructing a task into several steps.

- Have children reflect on what they have learned by asking them questions and getting them to assess what went well and what did not.
- Stimulate long-term memory by reviewing key learning points, especially if a notion was last seen a long time ago.

It is important to note that these practices do not replace the teacher's lessons but reinforce what has been learned. If you are stuck on a notion or task, contact the teacher.⁴

Time management

Determining the time to allot to different subjects and the way to structure learning at home, when the context requires it, is not simple for parents. The UNESCO Chair in Curriculum Development at Université du Québec à Montréal has provided guidelines on this subject according to grade level and subjects.⁵ The general recommendations offered can also guide parents' actions:

- Establish a routine because it is as important at home as it is at school.
- Maintain children's autonomy by encouraging them to do certain tasks on their own.
- Structure the day, scheduling tasks that require more concentration in the morning.
- Plan breaks.⁶
- Give the child the opportunity to discuss what was done during the day and avoid applying too much pressure about expected improvements.⁷



LOOKING FOR MORE INFORMATION ON THIS TOPIC?

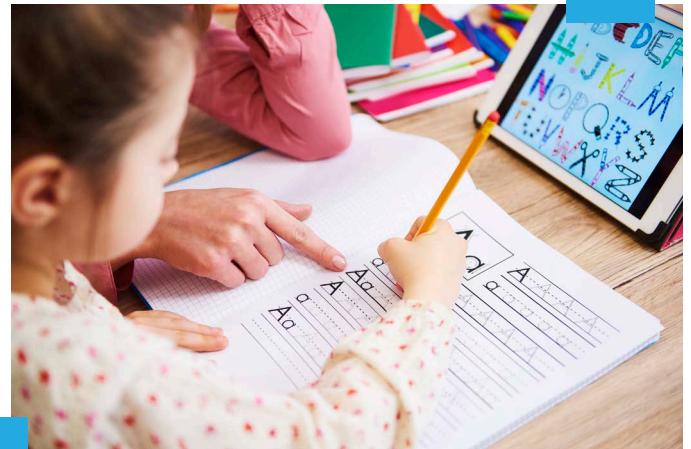


TÉLUQ has uploaded videos for you:
<https://parents.telug.ca>

Some essentials

Over the last several months, a few factors have emerged as essential to successful distance learning:

- The links between teacher, school and families are necessary for a smooth transition to full or partial distance learning. It is therefore important to become familiar with the communication tools favored by the teacher or the school.
- This new reality requires major adjustments for families. Although routines will need to be adjusted, they must be quickly established and sustainable.
- One must also think about preparing an adequate work environment: a quiet area with a desk and necessary equipment nearby if possible.
- Resources and advice are available to guide parents in supporting their children in distance learning.⁸



Remember, distance learning comes with several pitfalls for parents and families, but resources and tips are available for parents. Do not hesitate to ask for them.⁹

1 Montreal Hooked on School (2020, May 21). Parents' engagement in their children's schooling greatly influences their perseverance, aspirations, motivations, and grades. <https://www.reseauseussitemontreal.ca/en/key-topics/covid-19-and-educational-success/determinants-in-light-of-the-pandemic/value-placed-on-education-and-parental-engagement/>

2 On the importance of reading in parent support, see: Education Endowment Foundation (2020). Working with Parents to Support Children's Learning: Guidance Report. <https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning>

3 Education Endowment Foundation (2020). Home Learning Approaches: Planning Framework. https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Home_learning_approaches_-_Planning_framework.pdf

4 Flanagan, L. (2020, April 14). How Parents Can Help Their Kids While Managing Distance Learning. KQED. <https://www.kqed.org/mindshift/55621/how-parents-can-help-their-kids-while-managing-distance-learning>

5 UNESCO Chair in Curriculum Development. (2020). Advice for parents to promote the maintenance of their child's learning. <https://cudc.uqam.ca/covid-19/>

6 Consortium d'animation sur la persévérance et la réussite en enseignement supérieur (CAPRES). (2020, September 23). Apprentissage: l'importance des pauses. <https://www.capres.ca/Teaching-and-apprenticeship/apprenticeship-and-ressources-de-letudiant/apprenticeship-liminence-des-pauses-resultats/>

7 UNESCO Chair in Curriculum Development. (2020). Advice for parents to promote the maintenance of their child's learning. <https://cudc.uqam.ca/covid-19/>

8 The Centre de services scolaire de la Baie-James has prepared a document for parents: Centre de services scolaire de la Baie-James. (2020) *Pense-bête pour les parents*. http://www.sre.csbaiejames.net/Document_seignement_a_distance/J_e_me_prepare/Volet_pedago_Pense_bete_pour_parent.pdf

9 The Centre de services scolaire de la Baie-James has prepared a document for parents: Centre de services scolaire de la Baie-James. (2020) *Pense-bête pour les parents*. http://www.sre.csbaiejames.net/Document_seignement_a_distance/J_e_me_prepare/Volet_pedago_Pense_bete_pour_parent.pdf



ABOUT CTREQ

A key reference point in knowledge mobilization, the Centre de transfert pour la réussite éducative du Québec (CTREQ) promotes the development of a scientific culture essential to the evolution of society.

Its mission is to contribute to innovation and the transfer of knowledge resulting from the alliance of research and experience to encourage educational success in Quebec. In collaboration with its network of members and associate researchers, partners and collaborators, the CTREQ conducts projects and activities guided by three orientations: increasing synergy among those concerned with educational success; stimulating the evolution of practices for educational success; and contributing to the promotion of expertise developed in Quebec and elsewhere. CTREQ can count on the support for innovation from the Ministère de l'Économie et de l'Innovation.

Visit www.ctreq.qc.ca to learn more about the organization's achievements, activities and services.



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Économie, Science
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Groupe DÉFI Accessibilité

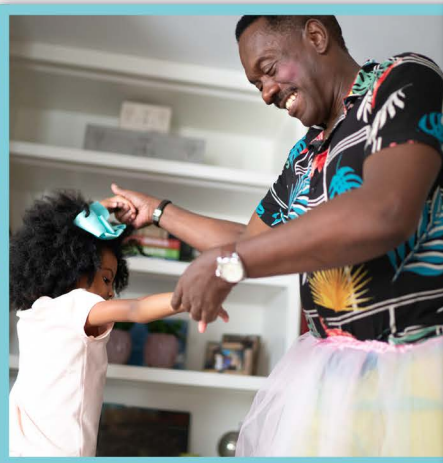
CTREQ
Le centre de transfert
pour la réussite
éducative du Québec

STÉRÉOTYPES

SANS
STÉRÉOTYPES

STÉRÉOTYPES

AGIR CONTRE LES STÉRÉOTYPES
SEXUELS ET SEXISTES



COMMENT ÉVITER LES STÉRÉOTYPES AVEC NOS ENFANTS ?

Refuser de reproduire les stéréotypes sexuels, c'est adopter une approche inclusive.
Des exemples ?

- Lire aux enfants des histoires qui présentent des modèles variés de filles et de garçons, de femmes et d'hommes.
- Remettre en question les affirmations comme « Les filles sont meilleures en français » ou « Les garçons sont plus actifs ».
- Amener les enfants à découvrir des activités habituellement associées à l'autre sexe.
- Demander aux enfants d'accomplir différentes tâches dans la maison, sans égard aux stéréotypes sexuels.

Évitons les stéréotypes sexuels pour offrir à nos enfants de meilleures chances de réussir et de se développer!

Pour d'autres conseils, consultez la section « [Conséquences des stéréotypes sur le développement des enfants](#) » sur Québec.ca.

UNDERSTANDING AND EXPERIENCING DEMOCRACY with your child

The current situation has highlighted the importance of values at the heart of our democracy such as freedom of expression, access to information and solidarity. During the pandemic we have also realized the impact of political decisions on our daily lives.

Like adults, children have felt the need to understand, to dialogue and to express themselves. There is no specific age to be interested in democracy, and as a parent you can support your child in their learning. To do this, Élections Québec invites you to visit Democracy-Education Zone, and discover a diversity of tools on-line.

Activities to learn and have fun

Democracy-Education Zone offers à la carte educational activities that were designed to be carried out in class but can be adapted for family fun with the theme of democracy. Here are some examples:

- Who can associate responsibilities with their respective level of government (federal, provincial and municipal)? Test your knowledge with the Levels Game and Who does What?
- Who is the democratic vocabulary champion? Try Find the Word or A Close look at Democracy.
- Is there a philanthropist, communicator, scholar or activist in your family? Find out by responding to questions in What is my involvement profile?
- Experience democratic practices with The art of making a democratic decision.
- Take a leap into history (in French) with Il était une fois... le droit de vote. Make it more fun by writing each significant event on a piece of cardboard and reconstruct the timeline as a family.

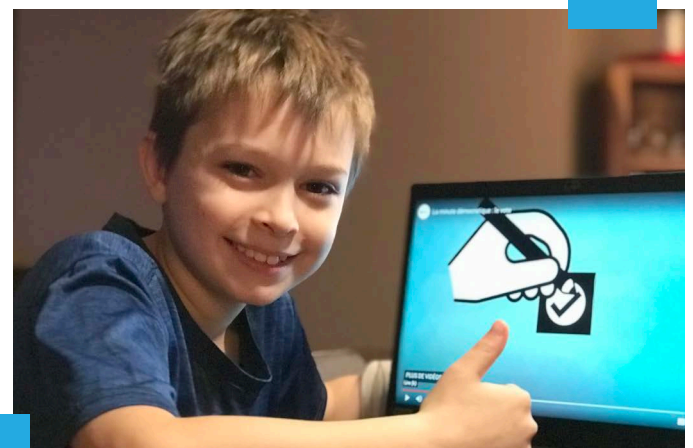
Are you ready for a democratic family minute?

What is representative democracy? What is the electoral list used for? How does the vote work? What is the role of the Chief Electoral Officer? Visit Democracy-Education Zone to listen (in French) to La minute démocratique, short videos that demystify concepts related to the functioning of democratic institutions. The capsules shed light on concepts that at first glance can seem complex.

Programs to experience democracy

Democracy-Education Zone also offers an overview of programs developed by Élections Québec on democracy education.

Vox populi: Ta démocratie à l'école! (in French) supports primary and secondary schools in setting up their student councils. The program is offered jointly by the National Assembly of Quebec, the Fondation Jean-Charles-Bonenfant and Élections Québec.



Did you know that a high school offering second cycle education *must* allow two students to sit on its Governing Board? It is an obligation prescribed by law. These students are often members of their student council who were elected by their peers to represent them. Through student council, students can live an enriching democratic experience with a privileged place in decisions about school life.

We want to hear from you

Always evolving, Democracy-Education Zone wants to know what you need and hear your ideas. Please take a few minutes to respond to our questionnaire *Understanding and experiencing democracy with my child*. We look forward to reading your responses, which will allow us to orient our actions and develop new and interesting tools for parents and children.



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de classe.

Maman, je me présente
aux élections de mon
conseil d'élèves.

Papa, qui prend les décisions
dans notre ville ?

Une élection
partielle, à quoi
ça sert ?

La démocratie
fait partie de notre quotidien...
et de celui de vos enfants !

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sur la démocratie et ses concepts-clés.

CONSULTEZ

www.electionsquebec.qc.ca/ZED



Des programmes Des activités pédagogiques Des capsules vidéo

ZED ZONE D'ÉDUCATION
À LA DÉMOCRATIE

LEARNING AT HOME: A major challenge for students... and parents.

The educational environment from March to June 2020 was genuinely surreal due to an unprecedented number of children no longer attending school because of Covid-19. In fact, at one time or another, more than 2 billion learners from more than 180 countries had been confined.

It was in that context that the team of the Canada Research Chair in Technologies in Education, with the invaluable collaboration of the Quebec Federation of Parents' Committees, carried out a vast study to better understand how parents and students dealt with schooling at home.

More than 10,000 people participated in this research: 4,830 parents and some 5,747 students, including those in kindergarten. All subjects answered an online questionnaire, and many participated in online sessions using Zoom, making it possible to conduct several group interviews with parents from across Quebec.

With this survey, we specifically sought to better understand the challenges encountered by parents and students during a situation that forced all of them to learn from home. Results from the questionnaire and group interviews revealed five principal difficulties encountered: access to digital devices, lack of communication from school or teachers, the work-family balance, student success, and academic motivation. We will only present here an extract of the numerous results resulting from this survey, which is currently available on the website of the Canada Research Chair in Technologies in Education.¹

Access to a digital device: The main problem?

Some 32% of parents believe that access to digital devices has been a challenge for distance learning. Most often, the number of digital devices available at home was much less than the number of people who had to use them daily:



"We have only one computer at home and three children. So it is complicated to set up learning because everything is done by computer." (parent)

Today we see that several steps have been taken to face this first challenge encountered by so many Quebec families during the pandemic. Indeed, one can celebrate the investments by the Quebec government for the purchase of digital devices for students: \$150 million in June for computers and tablets,² as well as a reserve of 30,000 devices announced last August.³ These unprecedented investments for Quebec students should at least in part, alleviate this challenge, provided that all devices are given to students who need it most, along with training to use them for them and their teachers. The key to successful integration of digital education is based on these three essential and complementary steps.

School at home: A lack of communication from schools or teachers?

What really seemed to irritate parents during the pandemic was the level of communication or information received from schools or their child's teachers during the pandemic. These are 17% of approximately 4,830 parents surveyed, who say they have received no communication from the school or their children's teachers during the first seven weeks of the pandemic (Figure 1):

"There was radio silence for about 3-4 weeks in elementary school and a good month in secondary school from the teachers. Also, from the point of view of communication via the portal or via emails, it was the same thing, radio silence on both sides. [...]" (parent)

For others (17%), there was only one communication in seven weeks. Almost half of parents (46%) said they received on average one communication weekly, either from a teacher or the school. Only one in five parents report having received two or more communications per week during the first seven weeks of the pandemic. Finally, we must also note - and this can be explained by the context but was nevertheless a challenge for parents - the occasional contradictory communications received from teachers or schools:

"I would say that what emerged was chaotic communications, that is, difficulties in communicating clearly, either on the part of the administration or on the part of the teachers: missing information, missing files, non-functional hyperlinks." (parent)

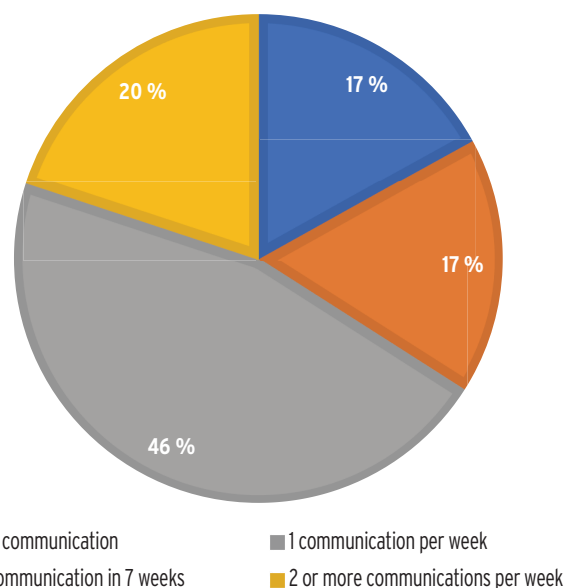


Figure 1. Average number of communications received by parents from school or from one of their child's teachers during the pandemic.

School at home and parents' work: Irreconcilable?

Another major challenge faced by many parents was reconciling their own work with their children learning from home. Due to time factors, among other reasons, 60% of students indicated that they were more or less accompanied by their parents when doing schoolwork. With online learning for students and telework for parents, families have been confronted with new issues relating to the work-family balance, as the home has become the principal space to learn and work simultaneously. In this sense, the survey data reveals that conciliation of "home school" and work is a headache for parents:

"I am alone with the children and teleworking full-time from Monday to Friday, trying to manage all of this." (parent)

"It was very difficult to try to lead them while working; I felt incompetent in all areas." (parent)



In addition to the time issue related to parents' work, many did not feel competent enough to help their children:

"I would say the challenge is my teaching skills ... I'm really not a good teacher!" (parent)

Schooling at home and academic success: A troublesome marriage?

One challenge raised by some 25% of parents is the issue of their child's academic success:

"When the pandemic began in the beginning there was nothing... We received nothing from the school, and I had fears about the academic success of my youngest child." (parent)

This concern was also shared by students but to a lesser extent (21%). Like their parents, they are either afraid of having "learned less" at home, "of having increased difficulties" when they return to class, perhaps even failing their school year:

"I'm afraid of having difficulty next year, because of the delay [...]" (student)

The question here is whether this concern is greater than what is found in a normal school year, without a health crisis. Research on the issue shows that parents' and students' concerns are similar to those noted in our survey.

Can distance learning and academic motivation live well together?

Another issue eliciting many opinions is that of student motivation. Did it really decrease during the pandemic? This worried almost a quarter of parents questioned, and with good reason it seems, since some 46% of students themselves felt that their academic motivation had diminished for a variety of reasons. Several parents have also spoken at length of situations where their child was demotivated by the exceptional circumstances:

"There is no more motivation, zero. I have to haggle with him just to sit in front of the screen to listen to his teacher." (parent)

That said, there are still 26% of students whose academic motivation remained unchanged, and even 28% insisting that it increased during the pandemic. These results must also be taken in context: Research shows, overall, that academic motivation decreases between the beginning and end of the school year. That it decreased at the end of the year is perhaps therefore, not so surprising. It is also likely that we can find anecdotes similar to those told by parents in a completely normal health context.

However, the problem of school motivation in a context where children are at home, was still more pervasive for parents.

Conclusion

Conducted during unusual circumstances, our survey made it possible to identify the five main challenges faced by parents and students during the pandemic: digital access, communication from schools and teachers, work-family balance, academic success, and motivation. We must draw lessons from these difficult weeks when many families remained confined at home, to better prepare for a possible second wave, or even quite simply to help our children in their school career.

Has the problem of accessing a digital device been resolved? Are schools and teachers sufficiently sensitized to the importance of regular communication with pupils and parents? How do you find effective strategies to reconcile work and school at home? What can be done to support your child in their academic success and help maintain their academic motivation?

These are the challenges.



1 <http://karsenti.ca>

2 <https://www.lapresse.ca/actualites/education/2020-05-31/150-millions-pour-l-achat-de-tablettes-et-portables-pour-les-ecoles>

3 <https://www.lapresse.ca/actualites/education/2020-08-12/quebec-cree-une-reserve-de-30-000-appareil-informatiques-pour-les-eleves.php>

L'**équipe** de la Chaire de recherche du Canada sur le numérique en éducation contribue à « **aplanir la courbe** ». Afin de garder nos employés, nos familles et nos communautés en **santé**, nous avons opté pour un environnement de travail virtuel.

Pendant cette période, plusieurs de nos activités se poursuivent, mais à distance. À titre d'exemple, nous avons participé – et participons toujours – au développement de **ecoleouverte.ca**



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TRAINING

The FCPQ offers general training in webinars via our virtual conference room. You can participate alone or as a group. With a maximum duration of two hours, general training courses offer essential content on various subjects relating to parent participation in school governance. Consult our programming (in French) and register at www.fcpq.qc.ca/fr/formations.

ADVISORY SERVICES

Do you have questions about governing boards, parents' committees, special needs advisory committees, or even the Quebec Education Act? Our team of advisors offers a support and information service concerning the school sector, its structures and its functioning. The service is free and provided for parents in the public school network.

CRISIS MANAGEMENT

The FCPQ offers its assistance in the event of a crisis to help you find constructive solutions to complex situations, or even conflicts at the heart of your committees.

VIDEO CAPSULES

The FCPQ has created video capsules that offer, in just a few minutes, essential information on subjects of interest for engaged parents, such as governing boards, annual general assemblies, the complaint-handling process, special needs advisory committees, etc. These videos are available (in French) on our website:

<http://www.fcpq.qc.ca/fr/capsules-video>.



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