

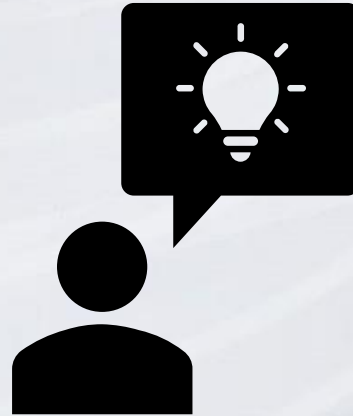
What lessons can be learned from the experiences of FGA and FP youth in a pandemic context?

## **Avenues for School Engagement**

Presentation and data 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?

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

# 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

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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

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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.	<b>81.1%</b>
Over the past month, I have felt powerless about events.	<b>79.7%</b>

## *For informational purposes*

## Well-being at school is a concern

Over the past month, I have experienced a sense of sadness.	<b>67.4%</b>
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\*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



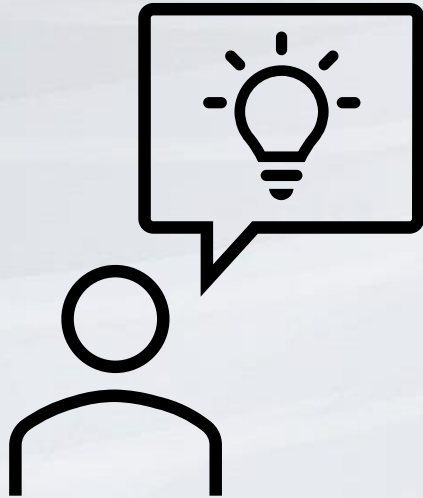
# Conclusion

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- 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

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- Meet with the SB ped consultants and share this information.
- Contact Procede and speak to one of their ped consultants.  
Robin [rlong@lbpearson.ca](mailto:rlong@lbpearson.ca) or Brian [bseltmann@nfsb.qc.ca](mailto: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!