

*The Directory. An Organic Process*



**Presented by:**

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**Québec**

## **Background**

In 2004-2005, the Centre de transfert pour la réussite éducative du Québec ([CTREQ](#) [in French only]) toured every region of Québec to take the pulse of communities of practice in education. This broad-based consultation showed that school-family-community (S-F-C) partnership was a priority across Québec.

One of the CTREQ's responses to this finding was its online directory of partnership projects between schools, families and communities. Its purpose: to inspire and guide stakeholders by giving them access to initiatives that get results.

## ***Cœuréaction debuts***

In March 2010, the Réseau d'information à la réussite éducative ([RIRE](#) [in French only]) put the Cœuréaction directory online. It included information about projects, programs, organizations and tools on the theme of school-family-community partnership.

To be selected for posting, initiatives were required to satisfy three criteria at the time of data collection:

1. Have a recognized theoretical basis or proven scientific results;
2. Involve school-family-community, school-family, or school-community participation;
3. Require limited technical support.

Each initiative was summarized and presented as a factsheet. Currently there are nearly 70 factsheets in English and French versions.

With a view to accuracy, the people in charge of each of the initiatives were asked to validate whether the factsheets were consistent with their project's spirit and content. In most cases, the content was approved.

### ***Crucial conditions for successful S-F-C partnerships***

A document on the [Crucial Conditions for Successful School-Family-Community Partnerships](#) [PDF] is also included with the directory. Authored by Rollande Deslandes, a research scholar at Université du Québec à Trois-Rivières, it describes the theoretical bases for successful partnership initiatives.



Even though the directory and the *Conditions* document are presented alongside each other, they are to be taken as two distinct entities. The inclusion of a project in the directory does not necessarily mean that the project contains the essential conditions referred to in the *Conditions* document or that the initiatives covered should be considered as templates for implementation of these conditions. Since these conditions hinge to a certain extent on the attitude of the stakeholders and the atmosphere that prevails, each community would have to be observed for an accurate assessment of whether these conditions exist. This proviso notwithstanding, we believe that both tools are very useful and inspiring in establishing S-F-C partnership projects.

### ***Guide d'implantation de partenariats É-F-C selon une approche écosystémique***

Further to a seminar on S-F-C partnerships held in Autumn 2010, many participants from the educational and community milieus said that they needed more support in implementing such projects. This was the reason behind the *Guide d'implantation de partenariats É-F-C selon une approche écosystémique*,<sup>1</sup> written in Summer 2011 by François Blain, a consultant on academic success in economically depressed communities and on the ecosystemic approach. The purpose of this guide is to support the players by mapping out the steps in implementing partnership projects using ecosystemics.

The guide will be tested and validated in 2011-2012 and distributed for use starting in Autumn 2012.

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<sup>1</sup> Ecosystemics consists of considering students and the various environments they occupy (class, school, family, community) as interacting systems. Through this dynamic relationship that has a reciprocal influence on student success, the partners are called upon to work together to achieve each of the objectives set (Blain, 2011).

### ***Cœuréaction* as an organic process**

Three to five factsheets are added to the directory every year. However, in light of the findings stemming from the *Guide d'implantation de partenariats É-F-C selon une approche écosystémique*, it seemed necessary that the criteria for selecting projects for inclusion in the directory be modified so that the initiatives chosen are more closely aligned with the guide.

Therefore, as of Autumn 2011, in keeping with CTREQ's most recent work, the projects chosen will be required to:

1. Have a recognized theoretical basis or proven scientific results (same as former criterion);
2. Illustrate a collaborative<sup>2</sup> partnership project that involves the school, the family AND the community;
3. Intervene with respect to at least one protective factor<sup>3</sup> in order to foster academic success.

Note that project selection will necessarily have certain methodological limits. Since, for example, communication and joint action and consensus among the stakeholders would be very difficult to assess unless observed first hand, the division of tasks will be a selection criterion. In other words, from now on, only the initiatives in which school, family and community can be shown to be actively involved in sharing project responsibilities will be chosen.

Lastly, the initiatives already in the directory that meet the new criteria will be highlighted because they tend to tie in with the vision of partnership endorsed in our latest work.

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<sup>2</sup> A collaborative partnership is one in which resources are pooled and responsibilities shared and the partners work together towards a common goal. It supposes good communication in order to exchange ideas and opinions and synergy arising from the players' consensus as to project thrusts, strategies and actions (Boisclair, 2005).

<sup>3</sup> The concept of "protective factor" varies depending on the literature consulted. The factors considered here will be presented in detail in the *Guide d'implantation de partenariats É-F-C selon une approche écosystémique* and be available when the guide is published.