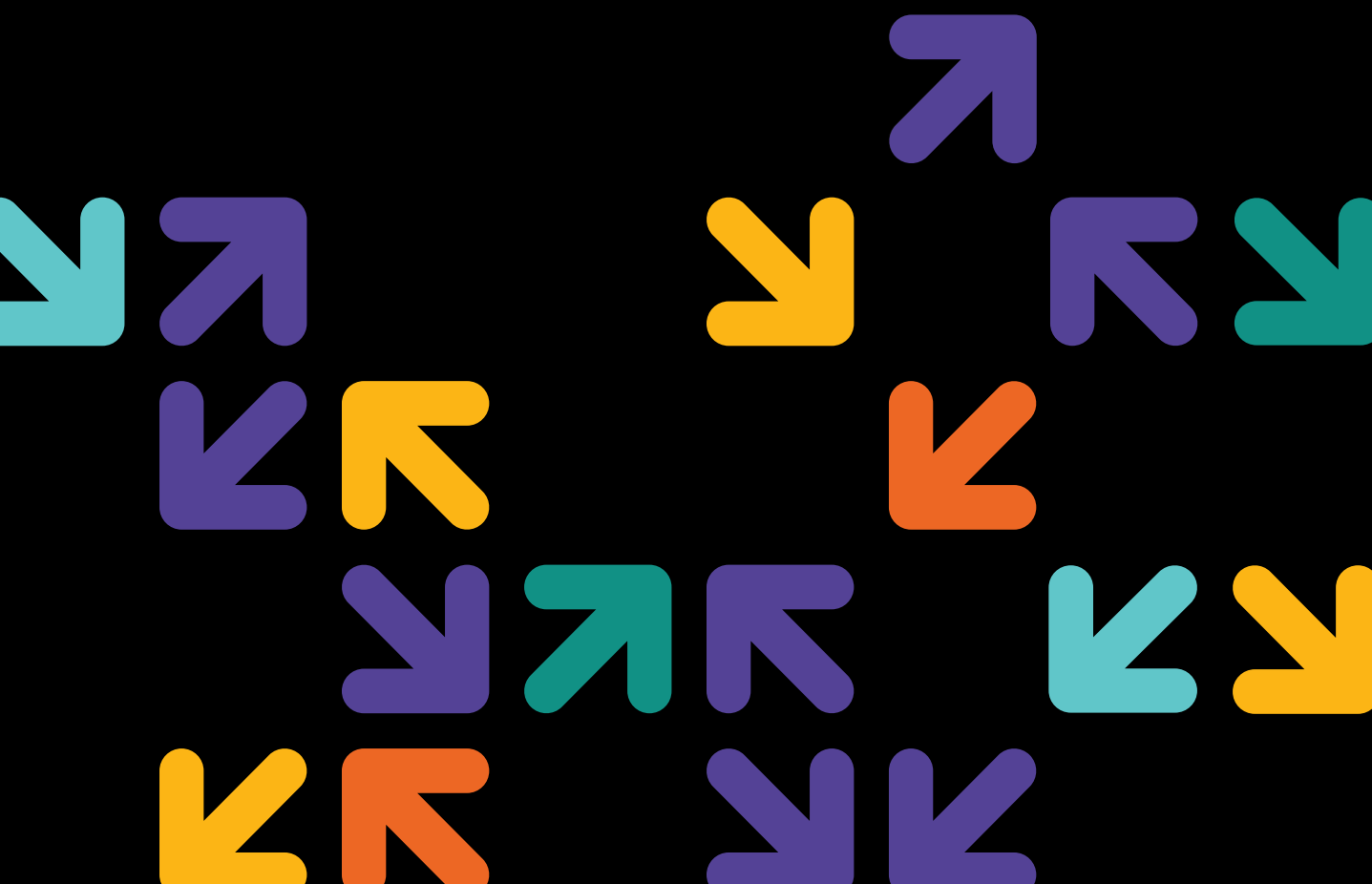


INTEGRATED VERSION

# Support Model for Successful Interlevel Transitions: The Pursuit of Fulfilment

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March 2026





INTEGRATED VERSION

**Support Model for Successful  
Interlevel Transitions:  
The Pursuit of Fulfilment**

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March 2026

## Credits

### Team, Integrated Version

Suzie Tardif, ÉCOBES-Recherche et transfert (Cégep de Jonquière)

Julie Courcy, Université du Québec

Edith Jolicoeur, Université du Québec à Rimouski

Nadia Rousseau, Université du Québec à Trois-Rivières

Marjolaine Veilleux, Université du Québec

### Collaborators

Scientific Committee (by institution)

Sarah Martin-Roy, Université du Québec

Charles-Antoine Bachand, Université du Québec en Outaouais

Carole Lanoville, Université du Québec

Anastassis Kozanitis, Université du Québec à Montréal

Séverine Parent, Université du Québec à Rimouski

Stéphanie Demers, Université du Québec en Outaouais

### Linguistic Revision

Rédaction MF

### Translation

Traduction M

### Graphic Design

Stéphanie Rivet, Freelance Graphic Designer

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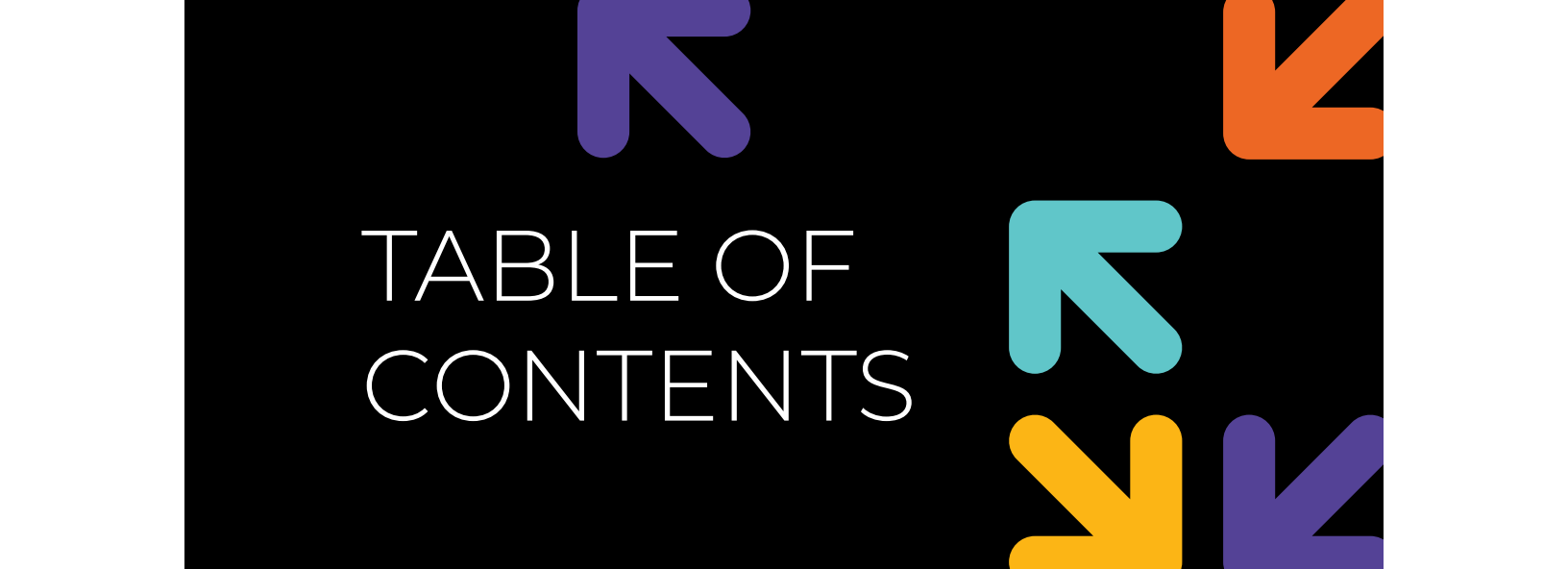
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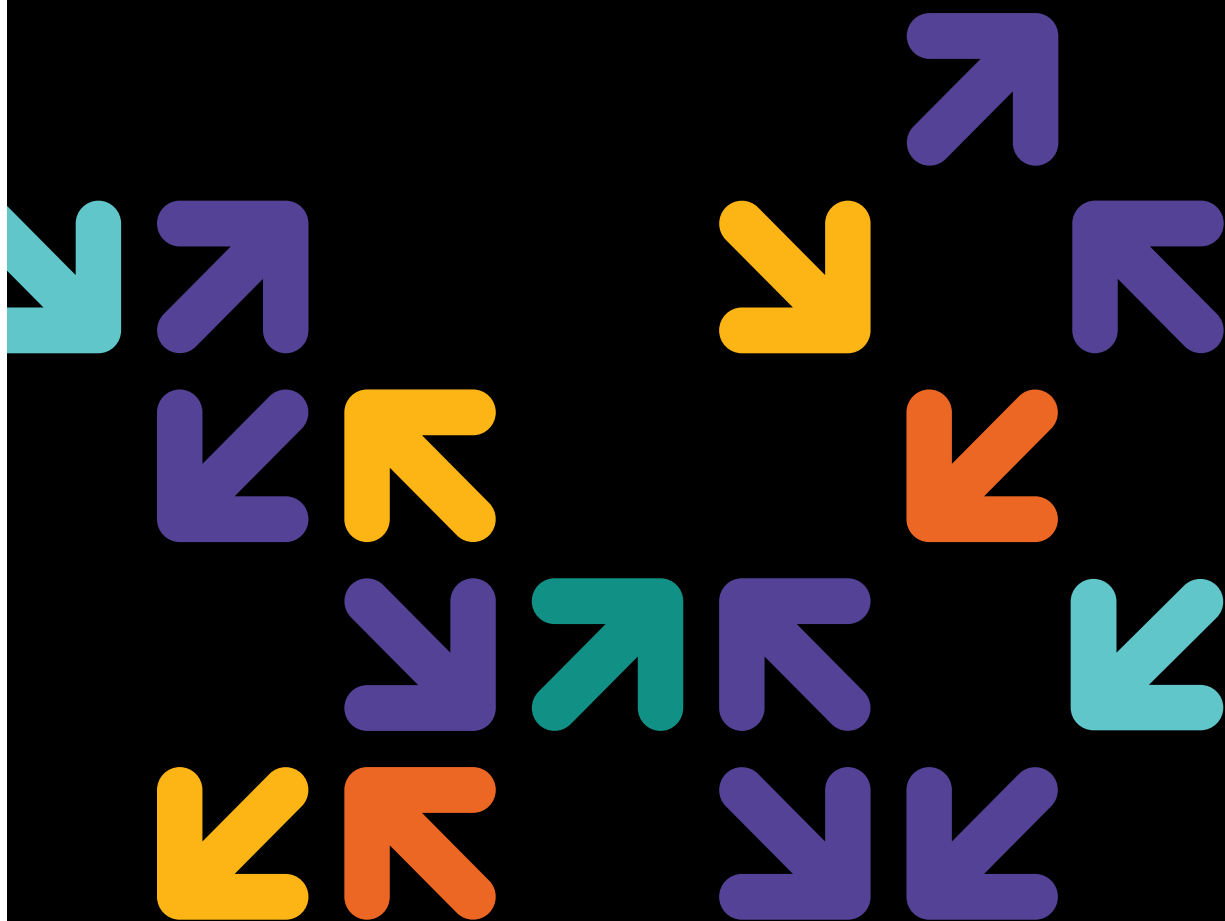
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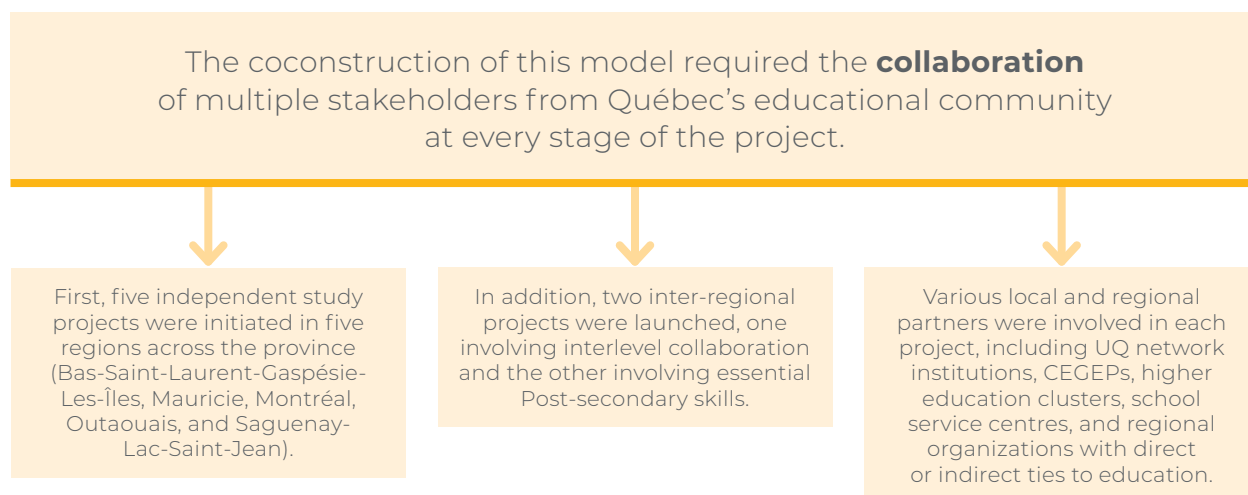
# INTRODUCTION



Despite Québec's remarkable progress in democratizing access to college and university education, challenges remain in the realm of educational success. In an ever-changing social and economic context, **support for interlevel transitions** remains a central issue, marked by a growing diversity of student profiles and a necessity to enhance support when meeting their various needs.

With this in mind that, the Université du Québec (UQ) launched an initiative titled *Transitions réussies vers les études supérieures : un défi interordres* (TrRéussies) in the Spring of 2022 under the *Plan d'action pour la réussite en enseignement supérieur 2021-2026* from the Ministère de l'Enseignement supérieur (MES).<sup>1</sup>

The project's main objective involved *coconstructing and disseminating a model to support the transition from the secondary level to the college/university level, including structural measures tested by regional interlevel partners and managed by a scientific committee composed of university and college researchers.*



<sup>1</sup> Ministère de l'Enseignement supérieur. (2021). *Plan d'action pour la réussite en enseignement supérieur 2021-2026*. Government of Quebec. <https://www.quebec.ca/gouvernement/politiques-orientations/plan-reussite-enseignement-superieur>

This explanatory document provides a **simplified version of the model** to help facilitate its use by educational stakeholders. It involves five (5) central questions that lend structure to its various sections:

- 1. Why launch** a study project involving interlevel transition support?
- 2. What is** the project titled *Transitions réussies vers les études supérieures : un défi interordres*?
- 3. What does** the model involve?
- 4. How** can the model be implemented?
- 5. What resources are available** when implementing the model?

The conclusion will discuss the future, inviting all agents of change to embrace the model and contribute to its development within their respective environments by drawing on their knowledge and experience with student populations.





# WHY LAUNCH A STUDY PROJECT INVOLVING INTERLEVEL TRANSITION SUPPORT?

**This section discusses the reasons that led to the implementation of the TrRéussies project.**



## A Livelier Diversity

Recognizing the richness of student diversity,<sup>2</sup> and despite Québec's remarkable efforts and successes regarding the inclusion of all learners, certain groups remain at a disadvantage when successfully accessing, pursuing, and completing their post-secondary education plans. The Québec education system recognizes the need and necessity for preventive action using an ecosystemic approach.<sup>3</sup>



## Interlevel Transition Quality: Essential When Developing Learners' Full Potential

Indeed, successful transitions between education levels represent an important lever for student retention.<sup>4,5</sup> This success depends not only on the learner, but on the educational institutions as well. However, expectations involving responsibility and autonomy vary from one level to the next, which can often impact transitional success.



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2 Conseil supérieur de l'Éducation. (2021). *Formation collégiale : expérience éducative et nouvelles réalités, Avis à la ministre de l'Enseignement supérieur*. Government of Québec.

3 Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche. (2015). *Cadre de référence et guide à l'intention du milieu scolaire. L'intervention auprès des élèves ayant des difficultés de comportement*. Government of Québec.

4 Centre de transfert pour la réussite éducative du Québec and the Ministère de l'Éducation et de l'Enseignement supérieur (2018). *Les transitions scolaires de la petite enfance à l'âge adulte*. CTREQ. Government of Québec.

5 Ministère de l'Éducation. (2021). *Programme de recherche sur la persévérance et la réussite scolaire (PRPRS)*. Government of Québec.

## **Interlevel and Cross-Sectoral Collaboration to Help Support Learners**

The quality of interlevel transitions depends on collaboration that is reinforced by coherent and accessible structures, the alignment of knowledge and pedagogical methods, along with a gradual integration of learners into their educational environment. By fostering collaboration between education levels and within these environments,<sup>6</sup> learners receive better support as they adapt to the challenges of interlevel transitions.



## **Enhancing Interlevel Transition Support: A Priority**

Support for interlevel transitions depends on close collaboration between the education levels and the environments, but this collaboration must consider the realities and constraints inherent to regional and institutional contexts, as well as the available resources (human, financial, technological, etc.). Clarifying and structuring this support therefore becomes essential to ensure coherence and accessibility while improving collaboration between the stakeholders involved in these transitions.



### **Which led to the project titled**

*Transitions réussies vers les études supérieures : un défi interordres (TrRéussies)*

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<sup>6</sup> Comité scientifique de la Grande initiative réseau en Réussite. (2020). *Les leviers de la réussite aux cycles supérieurs dans le réseau de l'Université du Québec*. Université du Québec.





# WHAT IS THE “TrRéussies” PROJECT?

**This section describes the TrRéussies project, detailing its main objective and the methods deployed to achieve it.**



## How Was the Model Developed?

The coconstruction process involved three primary stages (regional, joint, and transversal) (see figure on next page). These stages were designed according to various theoretical works, namely the literature review produced in 2022,<sup>7</sup> the shared reference frame developed in 2023,<sup>8</sup> and empirical results from the regional study projects completed in 2024.<sup>9</sup>

- **Stage 1 – Regional:** Refers to regional research conducted independently by seven groupings;
- **Stage 2 – Joint:** Refers to the pooling of theoretical works and research results, along with the convergence and complementarity analysis process between projects on a theoretical and empirical level;
- **Step 3 – Transversal:** Refers to the model's coconstruction, including the structuring and development phases.

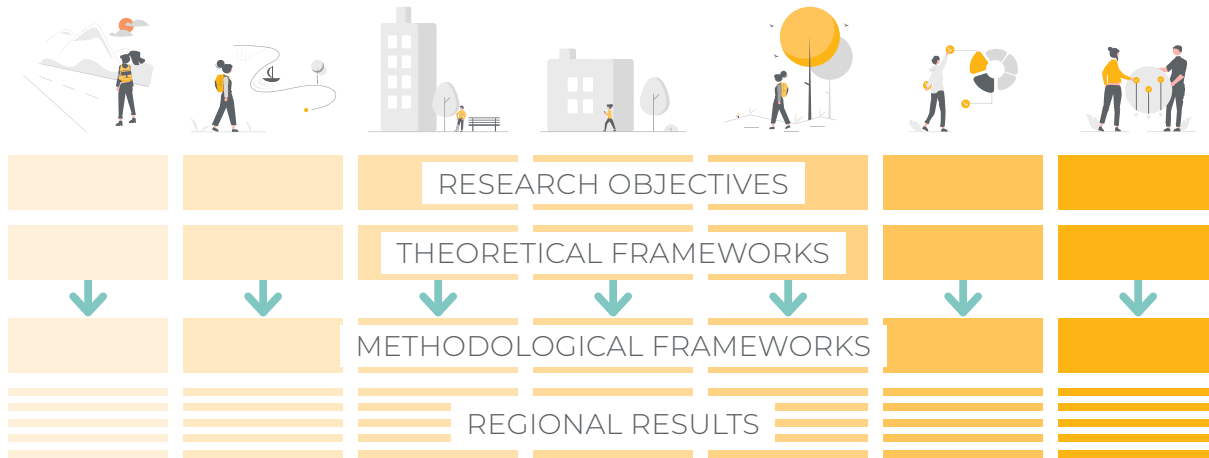
Throughout the process, more than 200 sectoral stakeholders were asked to help coconstruct the model, primarily through consultations and successive work validation activities.

7 Courcy, J. and the Scientific Committee TrRéussies, C. (2022). *Rapport final – Recension des écrits du projet Transitions réussies vers les études supérieures : un défi interordres*. Université du Québec.

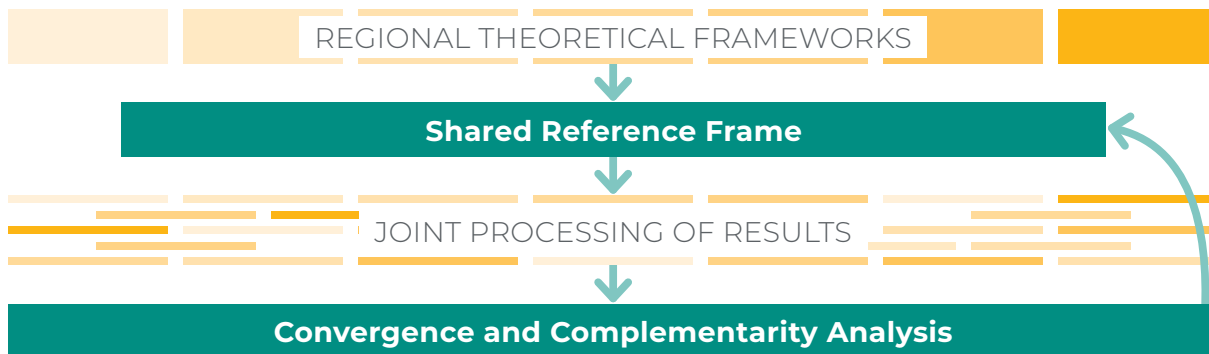
8 Unpublished document created to assist the theoretical works regarding regional groupings.

9 The seven research reports written by each team are available on the TrRéussies project website: <https://reseau.quebec.ca/fr/transitions-reussies>.

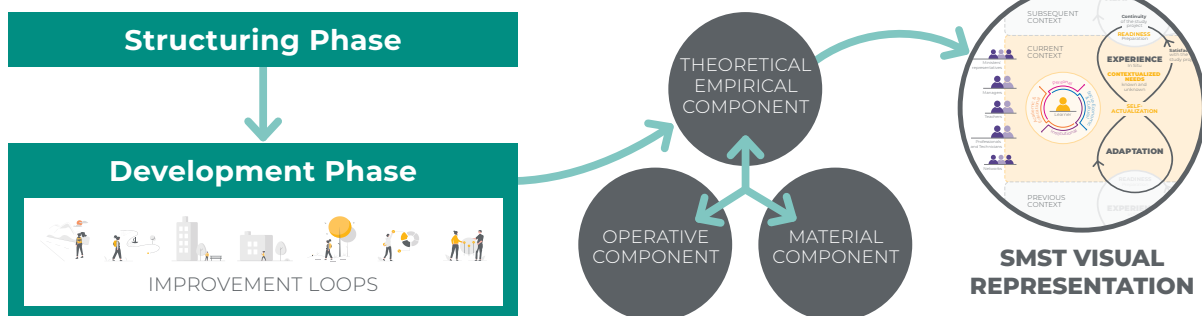
## STAGE 1 AUTONOMOUS REGIONAL STUDIES



## STAGE 2 THEORETICAL AND METHODOLOGICAL POOLING



## STAGE 3 SMST COCONSTRUCTION



To learn more about the process, please visit the project website:  
<https://reseau.quebec.ca/fr/transitions-reussies/a-propos/demarche>

**Seven findings** emerged from the research results to help coconstruct the Support Model for Successful Interlevel Transitions.

**1 Transitional support needs vary from one learner to another but are often similar from one educational level to another.**

Universal methods that attempt to reach as many learners as possible seem desirable, unlike the specific methods dedicated to a single “type” of learner.

**2 Learners must receive support in their transition to higher education.**

The support actions benefit when framed through a holistic perspective regarding the learning experience to help reduce inequalities.

**3 Transition is a process in which every protagonist plays a role. It belongs to a systemic process and involves a responsibility that is shared by all.**

The responsibility for successful transitions does not rest solely upon the learner’s shoulders. Every individual at every level in the education system must play a role when supporting transitions.

**4 A culture of collaboration is a *sine qua non* when supporting successful transitions.**

A culture of collaboration within the same educational environment fosters the development of an enabling environment, which remains essential when providing transition support. This culture of collaboration between those involved in a single educational environment and school system fosters the development of an enabling environment, which remains essential when providing transition support.

**5 The time associated with the transition process varies according to the experience of each learner.**

Each learner experiences the transition process differently; this process is influenced by the learner’s past, present, and projected experience, along with their needs and whether or not they have been met, etc. Assigning a specific duration (weeks or months) to a successful transition appears counterproductive.

## 6 The many available resources and their lack of clarity demand reflection regarding the coherence and efficiency of the proposed measures.

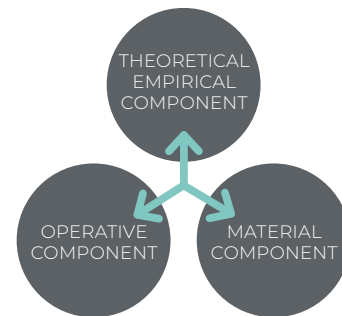
Every educational environment dedicates support resources to the successful interlevel transition of its learners. These resources take the form of institutional measures and ad hoc practices (supported by material tools, in particular), and often seem unfamiliar or misunderstood by both staff members and learners alike. In addition, many facilities prioritize transition support but struggle to understand the existing measures and practices, or the methods required to evaluate their effectiveness.

## 7 The development of learner autonomy appears to be an area of divergence that calls for greater reflection.

The importance of developing autonomy in the learner is clear, but it often depends upon the learner's resourcefulness. Educators generally expect learners to adapt to the institution itself. It is important to consider autonomy as an educational requirement that develops in different ways, through different contexts, and at different speeds.

Based on these seven findings, a model was coconstructed and divided into three complementary components, each with its own explanatory document. These components can be described as follows:

- **The Theoretical-Empirical Component** describes and illustrates the concept associated with successful interlevel transition support;<sup>10</sup>
- **The Operative Component** highlights concrete pursuits and lines of action associated with successful transition support;<sup>11</sup>
- **The Material Component** offers a suite of accessible and updatable tools;<sup>12</sup>



10 Université du Québec, Courcy, J., Rousseau, N., Baril, D., Veilleux, M., Tardif, S., Lanoville, C., Demers, S., Parent, S., Kozanitis, A., Desjardins, F., Martin-Roy, S., Bachand, C.-A., Bergeron, J. and Deschenes, M. (2025). Support Model for Successful Interlevel Transitions: The Pursuit of Fulfilment – Theoretical/Empirical Component. Produced under the project titled *Transitions réussies vers les études supérieures : un défi interordres (TrRéussies)*. Université du Québec. <https://reseau.quebec.ca/fr/transitions-reussies>

11 Université du Québec, St-Vincent, L., Courcy, J., Demers, S., Parent, S., Veilleux, M., Bachand, C.-A., Tardif, S., Kozanitis, A., Lanoville, C., Martin-Roy, S. and Bergeron, J. (2025). Support Model for Successful Interlevel Transitions: The Pursuit of Fulfilment – Operative Component. Produced under the project titled *Transitions réussies vers les études supérieures : un défi interordres (TrRéussies)*. Université du Québec. <https://reseau.quebec.ca/fr/transitions-reussies>

12 Université du Québec. 2025. *Utiliser les ressources*. Project titled *Transitions réussies vers les études supérieures : un défi interordres*. <https://reseau.quebec.ca/fr/transitions-reussies>



## What Does the Model Involve?

The model offers an updated vision of the dynamics that surround educational transitions and the support needed to make them successful, whatever the length of the process or educational context. This section will define a few central concepts before introducing the Support Model for Successful Interlevel Transitions (SMST).

### What Are Transitions?

An individual undergoes multiple transitions in the course of his or her life, including educational transitions of an **interlevel nature**, which could lead to higher education.

- A transition is a process:
  - Non-linear and dynamic, punctuated by back-and-forth movements if necessary;
  - Demanding, unique, and variable for each learner;
  - Not limited to the individual character of the school experience;
  - Where success is based on shared responsibility;
  - Considered from a universal perspective that involves no deficit;
  - Ongoing, seeking independence and fulfilment through experience.<sup>13</sup>

Every type of educational transition to higher education must be included, whether **traditional** (from the secondary level to the college/university level), or **alternative** (direct access to college or university from vocational training (VT), liberal adult education (LAE), or the labour market).

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<sup>13</sup> Schreiner, L. A., Louis, C., Nelson, D. D. (2020). *Thriving in transitions : A research-based approach to college student success*. University of South Carolina.

## What Is A Successful Transition?

Under the TrRéussies project, a learner experiences multiple transitions over the course of his or her life, including those that belong to his or her educational pathway. Transitions as a pluralized concept points to a **complex dynamic and evolving process that is unique to each individual; it can also involve a variety of back-and-forth movements**. Educational transitions are many and include multiple overlapping dimensions; they combine and complement one another across the four dimensions described in the table below: Personal, Academic and Educational, Institutional, Socio-Economic and Cultural.

### The Four Dimensions of Support for Interlevel Transitions

Dimensions	Definitions	Examples of Needs
Personal	Personality, values, beliefs, life paths, and self-knowledge in all aspects of life	Overcoming the stress and anxiety associated with transitions. Knowing one's strengths.
Academic and Educational	The student's role and the way in which it is assumed, and the learner's journey through his or her educational pathway.	Understanding expectations regarding the new academic environment. Effective educational planning.
Institutional	The educational environment, whether it involves the original, current or future environment, along with every measure put in place by the institution to offer support and encourage progress.	Understanding the new educational environment. Identifying the community resources available.
Socio-Economic and Cultural	Elements that influence the journey, including interactions with others, integration into a new group or community, and contributions to the educational environment.	Balancing education and work. Developing new social relations.

These dimensions **appear differently** according to the individual's needs, the subjective situation, the context, the available resources, the support that is provided, received or perceived, and finally, the learner's own experience.

It is the entire system that supports the individual in his or her transitional success and educational experience through a collaborative interlevel, professional, and sectoral support environment. While educational success is specific to each learner and geared toward achieving a certain balance between his or her current and future experience, **the responsibility for a successful transition appears to be at once individual, collective, and shared among many**.

## What Does “Support for Interlevel Transitions” Mean?

In this project, success toward interlevel transitions depends upon a concerted approach that engages individual, collective and shared responsibilities, both structurally and organizationally.

Support is based on a number of essential conditions:

- 1. The expertise of those who support transitions:** Dexterity when developing successful transitional support actions depends upon trust in the expertise of those involved, along with the involvement of learners when adapting solutions to their needs.
- 2. Interlevel, inter-professional, and cross-sectoral collaboration:** The parameters for action and collaboration must promote inter-professionalism and cross-sectorality while simultaneously ensuring the sustainability of measures intended to support transitions.
- 3. A concerted approach to shared responsibilities:** Feedback following the implementation of the *Plan d'action pour la réussite en enseignement supérieur* (PARES) and the *Plan d'action sur la santé mentale étudiante en enseignement supérieur* (PASME) confirms the need for provincial, regional, and local coordination.
  - A. Provincial responsibilities – Propelling intervention:** The roles and measures implemented by the ministers involved when supporting successful transitions (Ministère de l'Éducation and Ministère de l'Enseignement supérieur) are critical when undertaking concrete actions that stem from the model. These departments will be required to provide regional and local institutions with the means to build a solid structural and organizational framework that can support successful interlevel transitions.
  - B. Regional responsibilities – Guaranteeing interlevel collaboration:** At the regional level, the Support Model for Successful Interlevel Transitions must be coordinated from an interlevel perspective by one or more designated person(s). Since stakeholder responsibility depends upon the appropriation of the Support Model for Successful Interlevel Transitions, the managers (directors, executives, etc.) and staff (professionals and teachers) who make up the front line of transition support interventions must be mobilized and involved in each process.
  - C. Local responsibilities – Coordinating cross-sectoral support:** Positive, support-related spin-offs at the local level will only be possible if a local contact person (per institution) coordinates support and mobilizes the institutional stakeholders involved. Considering the plurality of local contexts, each environment must match the model to its objectives, lines of action, realities, and the specific needs of its student populations.



This representation clarifies the following:

## A Human and Holistic Perspective

### ***A human and holistic perspective to support a diversified standard.***

The model is universal and holistic; it considers diversity as the norm. It offers comprehensive support to all learners, whatever their transitional or timing-related needs. Interlevel transition support must be seen as a collective performance of facilitating actions that are adapted to the specific needs of each learner.

## Variability in Educational Pathways

### ***The ongoing and evolving educational journey depends upon each individual's experience***

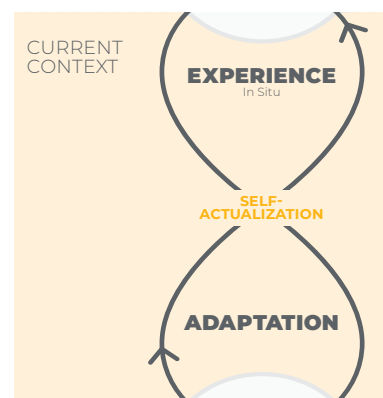
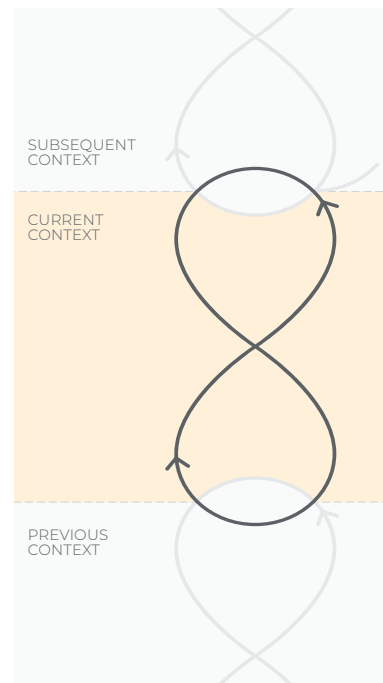
The SMST is illustrated by loops that symbolize the ongoing and dynamic nature of educational transitions. Each transition overlaps the previous one and the next, illustrating an iterative, simultaneous process in which each educational context influences each learner differently.

### ***An experiential and adaptive transitional dynamic rooted in one's context and lived experience***

The SMST asserts that the learner's experience involves several simultaneous experiences that demand perpetual adaptation to each new educational context. The transitional experience is contextualized and situational. Armed with their own beliefs and perceptions, each learner adapts to the reality of the new environment in response to emerging situations and needs.

### ***Self-actualization at the crossroads of experience and adaptation***

Self-actualization is illustrated by a median zone that stems from the ongoing interaction between learner and environment, mobilizing identity adaptations and a quest for personal fulfilment. This process is marked by a dynamic interplay between in-situ experiences and adaptations and plays a key role in sustaining transitions that lead to fulfilment.



## The Pursuit of Fulfilment Through Readiness and Satisfaction Toward the Study Project

### ***Fulfilment as the SMST's ultimate pursuit***

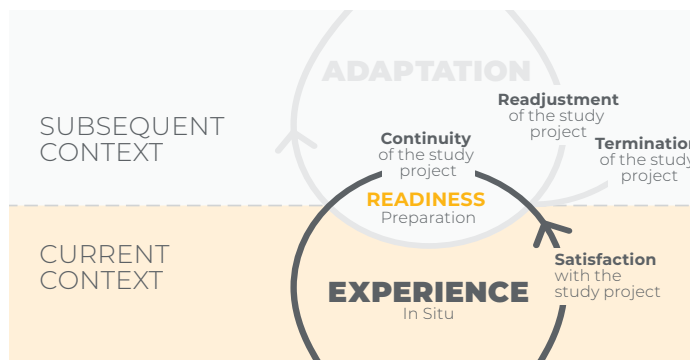
The title of the SMST emphasizes fulfilment as the objective behind a successful transition, steering away from a definition that is constrained by academic success based on further study or graduation.

### ***A state of readiness fostered by preparation to undertake the transition***

Readiness refers to the learner's felt state of preparedness. Located at the intersection of experience and adaptation, it is supported by the educational stakeholders who play a crucial role in transitions. The learner must continually adjust in order to feel ready to pursue the dynamic movements associated with transition.

### ***Analysis and (self-)assessment of satisfaction with the current study project***

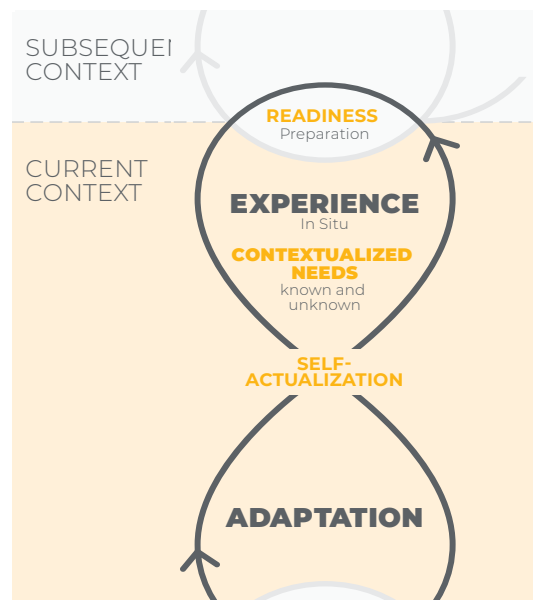
The SMST incorporates the notion of trial and error and the reversibility of pathways, since it is based on the conviction that all educational pathways, whether linear or not, are valid and successful. Thanks to a well supported evaluation process, a learner can choose to continue, readjust, or interrupt his or her study project, depending on their level of satisfaction with the experience.



## Known and Unknown Contextualized Needs

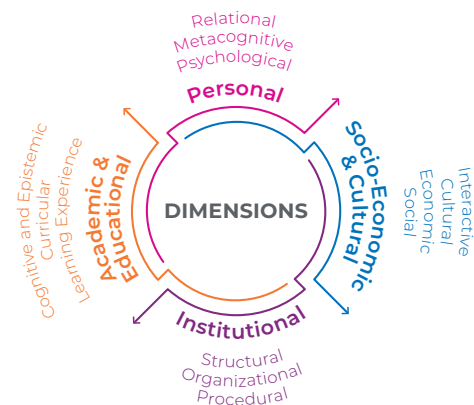
### **Needs that manifest with experience: The importance of contextualization**

The learners' needs emerge through in-situ experiences that are influenced by the constraints and opportunities created by the current and subsequent context. These needs may be known, unknown, emerging, anticipated, or unconscious. Preparation and adaptation help satisfy these needs and support self-actualization and the satisfactory continuation of the learning experience.



### **The Four Dimensions of Successful Transition Support**

The four dimensions of transitional support (Personal, Academic and Educational, Institutional, Socio-Economic and Cultural), along with their associated components, provide a better understanding of the learner's contextualized needs while guiding the necessary support actions. While each learner is an expert in his or her own educational experience, any successful transition must receive support that is adapted to their needs.



## An Interlevel, Inter-Professional, and Cross-Sectoral Collaborative Support Environment

### ***The interlevel, inter-professional, and cross-sectoral collaborative support environment***

From one context to another, and from one educational level to another, each learner is accompanied throughout his or her educational pathway by stakeholders who work jointly to provide a supportive environment that fosters successful transitions. This collaborative environment is at once interlevel, inter-professional, and cross-sectoral. It empowers learners by harmonizing and sharing the responsibilities and resources involved.

**Collaborative Support Environment**  
Interlevel  
Inter-professional  
Cross-sectoral

### ***Responsibility that is initially shared, then individualized***

Successful interlevel transitions are based on shared responsibilities that involve interlevel, inter-professional, and cross-sectoral collaboration to better support learners by responding to their emerging needs. This responsibility is also an individual one, since every individual involved plays a role in any successful transition, from the learner to the staff member who provides direct or indirect support.

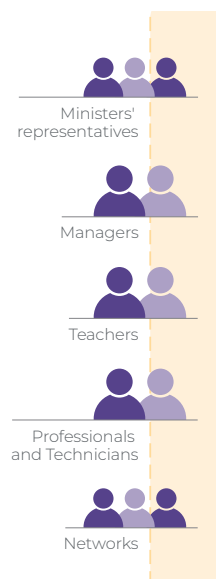
## The Role of Support Stakeholders and Their Expectations Regarding Transitions

### ***The role of stakeholders who support successful transitions***

A collaborative support environment refers to the shared work (interlevel, inter-professional, and cross-sectoral) performed by the various stakeholders who work within educational environments and, through their professional actions, directly or indirectly support learners in their transitions.

### ***Support options influenced by perceptions, representations, and expectations***

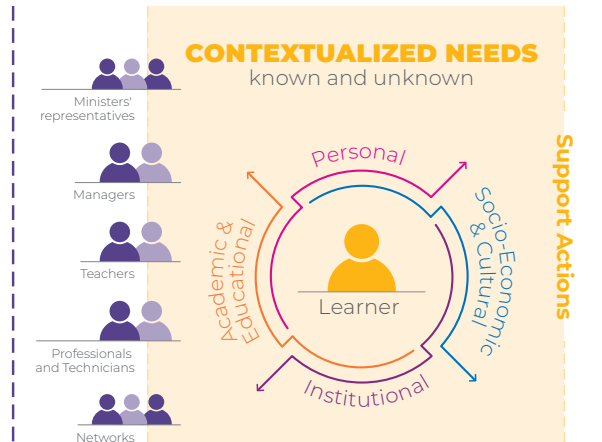
The perceptions, representations, and expectations of those involved in transitional support influence the nature and scope of the support provided, as well as the collaborative opportunities involved. These perceptions, representations, and expectations act as decisive filters in the interpretation, response, and adjustment of the interventions intended to meet the learner's needs.



## Support Actions: From Prevention to Retrospection

### ***Actions that facilitate successful transitions: Preventive, proactive, reactive, and postactive support***

Support actions adapted to contextualized needs may or may not be known to the learner or those providing support. These measures, whether direct or indirect, preventive or proactive, reactive or post-active, promote the conversion of external resources into internal ones through the collaboration of every stakeholder involved.



### ***Measures and practices to implement facilitating support actions***

The SMST specifies that support actions (institutionalized) and practices (periodic and variable) allow educational stakeholders to create an environment that is conducive to successful educational transitions. The representation illustrates the way in which each context provides a variety of individual, collective, and shared support actions that are necessary to sustain the learner throughout his or her educational pathway.



## How Can the Model Be Implemented?

This section presents the objectives, lines of action, and potential implementation examples within educational environments at all three educational levels when seeking to implement the model.

### **The Pursuits**

The pursuits represent role-related categories that interlevel transition support staff can assume when supporting learners' interlevel transitions. Since a transition process is a continuous one that occurs in a particular context and situation, the pursuits are not achieved in any specific order, but rather simultaneously; they can be adjusted according to the possibilities offered by the educational context.

### **Lines of Action**

The lines of action represent variations on these pursuits, where each suggested action can be performed by a given staff member. Beginning with a verb and prompting behaviour, a line of action manifests and gives concrete form to a pursuit by guiding the intended actions. As a result, several lines of action can serve a single pursuit, while a single action can respond to different pursuits; these lines can be desirable, offered, or suggested; they can be implicit or explicit, individual or collective, and direct or indirect. The proposed lines of action are not intended to be exhaustive. These proposals are intended to be enhanced and developed over time.

### **Examples of Concrete Actions**

These concrete examples were drawn from regional research reports and the results of the SMST focus group analysis. These examples provide concrete, real-life measures that stem from all walks of life but are not intended to be exhaustive.

## The SMST's Nine Pursuits

- 1** Preparing learners and their networks for interlevel transitions.
- 2** Welcoming learners as stakeholders in the current educational context Establishing conditions that help.
- 3** Create a sense of belonging and trust in both the institution's transition support staff, as well as other learners.
- 4** Raising awareness among learners and their networks regarding the needs and skills required to successfully navigate transitions.
- 5** Constructing interlevel, inter-professional, and cross-sectoral measures and practices.
- 6** Raising awareness of the resources, contact persons, and measures available to meet the transitional support needs of learners and their networks, staff (teacher, intervener, professional, etc.) and management.
- 7** Optimally deploying and using support actions, including measures and practices, linked to successful transitions.
- 8** Supporting and directing learners and their network toward the available resources.
- 9** Ensuring appropriate follow-ups in response to the learners' needs.

The tables on the following pages present proposed lines of action for each pursuit, along with examples of lines of action that have emerged from the research.

Possible Lines of Action	Examples of Concrete Actions
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## 1. Preparing learners and their networks for interlevel transitions

To ensure that learners are fit and capable of undertaking a transition, certain actions must be taken beforehand.

Communicate the host organization's structure, services, and the key roles played by contact persons.	<ul style="list-style-type: none"> <li>Invite a contact person and student ambassadors at secondary schools to discuss college life.</li> </ul>
Explicitly describe the learning and teaching culture in the host environment.	<ul style="list-style-type: none"> <li>Explain general and specific course-related expectations and academic activities the year before the transition.</li> </ul>
Explore the diversity of available pathways.	<ul style="list-style-type: none"> <li>Offer a personal orientation project course.</li> </ul>
Provide training for the use of technological communication channels.	<ul style="list-style-type: none"> <li>Set up a higher education preparatory camp during the transition.</li> </ul>

## 2. Welcoming learners as stakeholders in the current educational context

The host environment must take the time to welcome and meet the learners at their own level and present the meaningful place they can occupy.

Offer welcoming and dedicated spaces that learners can make their own.	<ul style="list-style-type: none"> <li>Transform an office into an accessible and open space where learners can feel welcome and interact with a contact person.</li> </ul>
Provide opportunities and spaces for discussion on topics of interest or concern to learners.	<ul style="list-style-type: none"> <li>Create a discussion space for learners with specific needs (e.g., learners involved in sexual and gender diversity).</li> </ul>
Provide learners with meaningful benchmarks to help them appropriate the environment's culture.	<ul style="list-style-type: none"> <li>Invite an intervener who can explain the characteristics of the living environment at the start of the term, emphasizing the pleasant aspects in addition to the requirements involved.</li> </ul>

### 3. Establishing conditions that help create a sense of belonging and trust in the school's transition support staff on the one hand, and in other learners on the other

Create a climate that encourages learners to join the existing community's activities to stimulate their desire to develop and create ties that can foster their transition..

Collectively celebrate the start of the journey, as well as its milestones.

- Organize events that foster interactions and potentially friendly ties between learners.

Ensure that learners feel heard, supported, and valued in their diversity.

- Invite an intervener on site to assist populations with specific needs (e.g., learners from diverse ethnocultures).

Set up peer-to-peer networking activities.

- Pair learners with those who are further along their pathway to help them take ownership of the culture and space.

### 4. Raising awareness among learners and those in their network regarding the needs and skills required to successfully navigate transitions

Raise awareness toward the essential knowledge to act when preparing for a successful transition.

Clearly explain the expectations surrounding the strategies and methods required when developing skills.

- Provide regular workshops on "the student profession" led by learner services, along with stress and anxiety management workshops.

Appropriately communicate the essential skills that require mobilization.

- Organize the reception of learners by inviting an existing student to speak of his or her transition experience.

Bring meaning to the development of targeted skills.

- Offer classroom self-awareness workshops hosted by the guidance counsellor, targeting professional interests in particular.

Provide resources and tools that can normalize the learner's particular transitional needs while promoting his or her skills.

- Produce a map of transversal needs and project it on the institution's monitors at the start of the term.

## 5. Provide resources and tools that can normalize the learner's particular transitional needs while promoting his or her skills.

Develop and reflect upon measures and practices to support transition according to the context and possible links between sectors, institutions and levels.

Involve learners when designing and assessing a specific support measure.

- Include learners in the coconstruction of certain elements of the organization's normative framework.

Set up channels to establish and facilitate collaboration, coconstruction, and consultation when developing and assessing.

- Propose interlevel collaborative activities for teachers, along with professional and technical staff, during dedicated pedagogical days each year.

Collaborate when producing tools to assist support practices.

- Produce a map illustrating the available digital tools (e.g., digital compass)

## 6. Communicating the resources, contacts, and measures available to meet the transitional support needs of learners and their networks, staff (teacher, intervener, professional, etc.) and management

Disseminate information on the existing resources, available contacts, and relevant measures to support the transition and meet the specific needs of learners.

Disseminate information regarding the resources currently in place within the environment, as well as the outside community, along with the available services, contact persons, and existing measures.

- Invite the entire teaching community, including learners, to organized information sessions regarding the measures in place.

Clarify the roles of contact persons, the measures in place, and the possibility of collaboration with the transitional support staff.

- Propose in-person meetings with staff to explain a particular measure, hear suggestions, develop a shared language, and develop collaborations with other organizations.

## 7. Optimally deploying and using support actions, including measures and practices, linked to successful transitions

Mobilize support staff and management while maintaining flexibility by organizing measures beyond the formal roles designed according to the intended measures.

Agree on certain practices to support interlevel transitions.

- Adhere to a development continuum regarding digital skills.

Promote self-supporting tools that encourage the use of measures.

- Implement promotional activities for learners and parents, including a smart toolkit to support transition.

## 8. Supporting and directing learners and their network toward the available resources

Reach learners and their network at their level to understand their needs and guide them to the correct resources.

Centralize measures to better target those that appear most relevant to the learner's needs.

- Consolider une boîte à outils intelligente qui comprend un robot conversationnel

Establish the means to quickly respond to the learner's needs.

- Direct the first-year students' office toward a "just-in-time" approach, offering walk-in assistance as the need arises.

## 9. Ensuring appropriate follow-ups in response to the learners' needs

Assess the needs expressed by a learner and propose the appropriate measures and resources, readjusting when necessary.

Identify the real needs of learners

- Reassess needs upon entry into the host environment.

Propose solutions that demonstrate flexibility.

- Offer scheduling organization support, provided by the success counsellor.

WHAT RESOURCES  
ARE AVAILABLE  
TO IMPLEMENT  
THE MODEL?



When the SMST was officially launched in March 2025, over 40 resources had been produced to help implement the model within the environment. While others will emerge following additional work, the following tables summarize the resources involved. They are classified according to their main theme, but they may touch upon more than one. These can be found on the TrRéussies project website.<sup>14</sup>

These resources have been designed in collaboration with the stakeholders involved. More than 60 stakeholders contributed their opinions.

## LEGEND

### The SMST's Nine Pursuits

1. **Preparing** learners and their networks for interlevel transitions.
2. **Welcoming** learners as stakeholders in the current educational context.
3. **Establishing conditions** that help create a sense of belonging and trust in both the institution's transition support staff, as well as other learners.
4. **Raising awareness** among learners and their network regarding the needs and skills required to successfully navigate transitions.
5. **Constructing** interlevel, inter-professional, and cross-sectoral measures and practices.
6. **Communicating** the resources, contact persons, and measures available to meet the transitional support needs of learners and their networks, staff (teacher, intervener, professional, etc.) and management.
7. **Optimally deploying** and using support actions, including measures and practices, linked to successful transitions.
8. **Supporting and directing learners** and their network toward the available resources.
9. **Ensuring appropriate follow-ups** in response to the learners' needs.

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<sup>14</sup> Université du Québec. (2025). *Projet Transitions réussies vers les études supérieures : un défis interordres*. <https://reseau.quebec.ca/fr/transitions-reussies/utiliser-les-ressources>



## Understanding the Support Model for Successful Interlevel Transitions

To learn more about the work surrounding the model's coconstruction, consult the following resources. (Available in French only)

- The *Transitions réussies vers les études supérieures : un défi interordres*, project Website <https://reseau.quebec.ca/fr/transitions-reussies>
- Support Model for Successful Interlevel Transitions: The Pursuit of Fulfilment – Theoretical-Empirical Component, <https://uquebec.ca/transitions-reussies/volet-theorique-empirique>
- Support Model for Successful Interlevel Transitions: The Pursuit of Fulfilment – Operative Component, <https://reseau.quebec.ca/fr/transitions-reussies/ressources/le-modele-de-soutien-aux-transitions-interordres-reussies-les-visees-et-lignes-daction-volet-operatoire>
- Support Model for Successful Interlevel Transitions: The Pursuit of Fulfilment – Integrated Version, <https://reseau.quebec.ca/fr/transitions-reussies/ressources/modele-de-soutien-aux-transitions-interordres-reussies-version-integree>
- Support Model for Successful Interlevel Transitions: The Pursuit of Fulfilment – Explainer Video, <https://reseau.quebec.ca/fr/transitions-reussies/ressources/modele-de-soutien-aux-transitions-interordres-reussies-une-video-explicative>
- *Rapport de recherche du regroupement du Bas-Saint-Laurent-Gaspésie-Les-Îles : Développement de la compétence numérique interordres* (CNIO), <https://reseau.quebec.ca/fr/transitions-reussies/a-propos/projets-de-recherche-regionaux/recherche-regionale-bas-saint-laurent-gaspesie-iles-de-la-madeleine>
- *Rapport de recherche du regroupement de la Mauricie : Transitions réussies entre les voies de formation sous la perspective des jeunes de la Mauricie: quels besoins de soutien aux transitions ?*, <https://reseau.quebec.ca/fr/transitions-reussies/a-propos/projets-de-recherche-regionaux/recherche-regionale-mauricie>
- *Rapport de recherche du regroupement de Montréal : Le soutien aux transitions interordres de personnes des populations de la diversité sexuelle et de genre et ethnoculturelle*, <https://reseau.quebec.ca/fr/transitions-reussies/a-propos/projets-de-recherche-regionaux/recherche-regionale-montreal>
- *Rapport de recherche du regroupement de l'Outaouais : Transitions académiques réussies vers les études supérieures : vers un continuum de compétences académiques transversales et des pratiques pour les soutenir*, <https://reseau.quebec.ca/fr/transitions-reussies/a-propos/projets-de-recherche-regionaux/recherche-regionale-outaouais>
- *Rapport de recherche du regroupement du Saguenay-Lac-Saint-Jean : Démocratiser le recours aux mesures de soutien aux transitions interordres et intercycles*, <https://reseau.quebec.ca/fr/transitions-reussies/a-propos/projets-de-recherche-regionaux/recherche-regionale-saguenay-lac-saint-jean>
- *Rapport de recherche de l'équipe du projet transversal sur la collaboration : Soutenir les transitions vers les études supérieures par la collaboration interordres*, <https://reseau.quebec.ca/fr/transitions-reussies/a-propos/projets-de-recherche-regionaux/projet-collaboration>

## **Known and Unknown Contextualized Needs of Learners**

Resources	Targeted Users	Pursuits								
		1	2	3	4	5	6	7	8	9
Cap sur ma transition ! Des mesures et des pratiques qui soutiennent les transitions vers la formation générale des adultes, la formation professionnelle, le collégial et l'université	Learners Teachers Professional and Technical Staff	X	X		X				X	X
Cap sur ma transition ! Les dix grands besoins de soutien aux transitions	Learners Teachers Professional and Technical Staff	X	X		X				X	X
Cap sur ma transition ! Cartographie des dix grands besoins de soutien aux transitions	Learners Teachers Professional and Technical Staff	X	X	X	X	X	X	X	X	X
Cap sur ma transition ! Questionnaires pour soutenir les personnes apprenantes en contexte de transition	Learners Teachers Professional and technical Staff	X			X				X	
Developing a tool to help position learners in relation to their knowledge: A guide to help develop a self-positioning questionnaire	Professional and technical staff Teachers Managers				X	X		X	X	X
"Thriving Quotient" postsecondary transition questionnaire (Schreiner, 2010)	Researchers Managers Professional and technical staff Teachers					X		X		



## Variability in Educational Pathways

Resources	Targeted Users	Pursuits								
		1	2	3	4	5	6	7	8	9
Videos (4) discussing the transition experience of four learners undergoing different training pathways	Learners Professional and technical staff Managers		X	X			X			X
Videos (9) discussing contextualized transition support practices in Mauricie institutions	Professional and technical staff Managers		X	X			X			X
Guide pour une transition réussie vers les études postsecondaires	Learners	X	X	X	X					



## Support Actions

Resources	User Populations	Pursuits								
		1	2	3	4	5	6	7	8	9
Consulter les personnes étudiantes pour mieux intervenir : guide pour la mise en œuvre d'une démarche d'évaluation	Professional and technical staff Managers Teachers					X	X	X		
Centraliser les ressources pour une transition harmonieuse : guide pour faciliter le repérage des ressources numériques offertes en soutien aux personnes étudiantes	Learners Professional and technical staff Managers		X			X			X	
Présentation de pratiques porteuses de soutien aux transitions	Teachers Professional and technical staff Managers					X		X		
L'ABC d'une activité d'accueil réussie aux études postsecondaires	Teachers Professional and technical staff Managers	X	X	X		X	X			
Conditions pour la création d'un environnement capacitant qui favorise l'utilisation des mesures d'aide à la transition	Teachers Professional and technical staff Managers					X	X	X		
Qu'est-ce qui se passe dans la tête d'une personne étudiante à qui on offre des mesures de soutien aux transitions?	Teachers Professional and technical staff Managers					X		X		

# **Interlevel, Inter-Professional, and Cross-Sectoral Collaborative Support Environment**

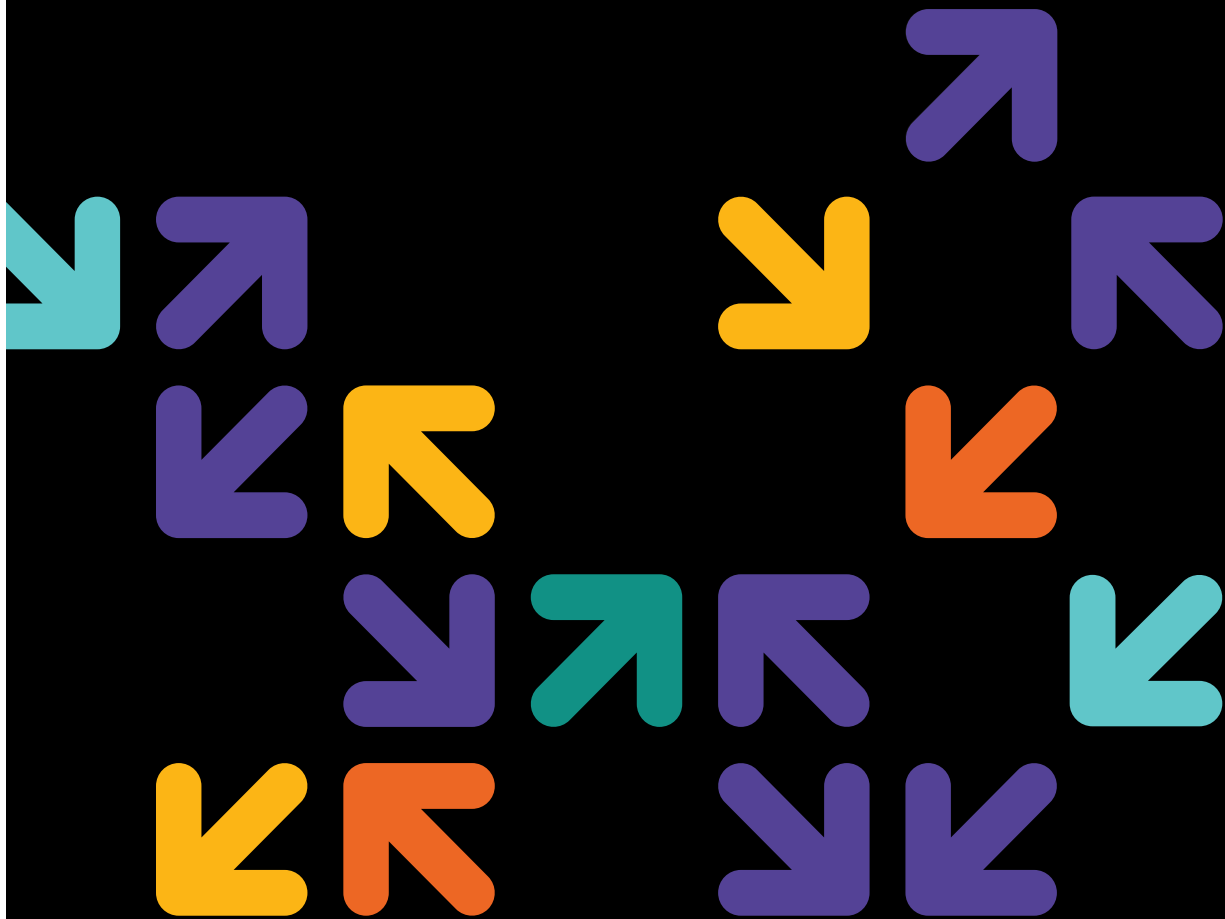
Resources	Targeted Users	Pursuits								
		1	2	3	4	5	6	7	8	9
<p>Pour relever les défis inter* en éducation : guide pour la mise en place de communautés de pratique interprofessionnelles et interordres</p>	<p>Teachers Professional and technical staff Managers</p>					X		X		
<p>D'une rive à l'autre : l'importance de la collaboration interordres</p>	<p>Teachers Professional and technical staff Managers</p>					X		X		



## Essential Post-Secondary Skills

Resources	Targeted Users	Pursuits								
		1	2	3	4	5	6	7	8	9
Référentiel de développement des compétences essentielles aux études postsecondaires	Learners Teachers Professional and technical Staff Managers	X			X		X			X
Summary: Référentiel de développement des compétences essentielles aux études postsecondaires	Teachers Professional and technical staff Researchers	X			X		X			X
Boite à outils : Développer les compétences essentielles pour les personnes étudiantes	Learners	X			X					
Quelles sont les compétences essentielles pour une transition réussie ?	Learners	X			X					
Test autodiagnostic des compétences essentielles des personnes étudiantes	Learners Managers Teachers Professional and technical staff					X		X		

# CONCLUSION



This document presents an integrated and simplified version of the Support Model for Successful Interlevel Transitions coconstructed under the project titled *Transitions réussies vers les études supérieures : un défi interodres*. It seeks to facilitate adoption by educational stakeholders by summarizing the model's theoretical and empirical foundations, its guiding principles, as well as its concrete implementation methods.

The model provides a flexible framework that can be enhanced by contributions from every stakeholder involved in transitions according to the specific context and emerging needs. It highlights the reality that successful transitions depend upon shared responsibilities, and that each individual can play a key role.



## What's Next?

You must now breathe life into the project, experiment with its ideas, and adapt its methods so that it can fully respond to the realities of your environment.









INTEGRATED VERSION

**Support Model for Successful  
Interlevel Transitions:  
The Pursuit of Fulfilment**

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March 2026