

the GOAL post

A natural thread in the Quebec Education Program

The Guidance-Oriented Approach to Learning holds that educational success is enhanced as students are exposed to career and life planning and are able to integrate this into their classroom learning.

GOAL is all about personal growth. Through curricular and extra-curricular activities, young people develop their identity, make choices and apply cross-curricular competencies in real-life situations that give them a vision of the world of work.

To do this, they need support from parents, teachers and the community. This issue of *The GOAL Post* shows some of the many ways this is happening in schools from Greenfield Park,

Laval and Joliette to the Lower North Shore and Nunavik.

Explicit connections with the curriculum

As a natural thread running through the QEP fabric, GOAL is particularly supportive of the **Personal and Career Planning** aspects of the **Broad Areas of Learning**. This year, the Networking Committee will be focusing on helping teachers make explicit connections

between GOAL and the curriculum. We'll also suggest ways that teachers and Complementary Services professionals can work together to develop a GOAL project. These are the connections that will help to get GOAL into the classroom—and *that* is our ultimate goal.

Sandra Salesas

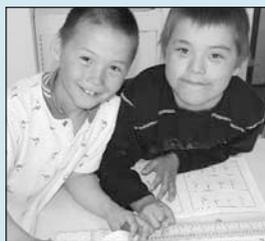
Sandra Salesas
Provincial Coordinator, GOAL

GOAL's flexibility makes it ideal for Nunavik

by Simon Hébert, Kativik School Board

GOAL fits right in with the Kativik School Board's vision of helping students become responsible citizens who are positively engaged in their communities.

In Nunavik the distances are so great that you have to fly from one school to the next. More than 800 kilometres separate the most northerly village of Ivujivik from the most southerly one, Kuujuaaraapik. Depending on the size of the community, schools might have as many as 500 students or as few as 50, and there are usually two or three grade levels per class.



post-secondary education needs different preparation from one who plans to remain in the North. GOAL has relevance for all by helping students determine their interests, develop their autonomy and learn how to interact and contribute positively within their milieu. It also allows for career exploration, though certainly this is easiest in larger communities in which many different types of jobs exist.



GOAL has relevance for all grade levels, including these youngsters (above and at left) from Pitakallak School in Kuujuaq. (Photo: Akinisie Sivuarapik, Kativik School Board)

GOAL's flexibility and openness make it the ideal focus for our guidance activities. It will not only enable our students to make effective career decisions, but also to construct their identity, become responsible citizens and develop a life and career plan.

Different realities

Working in this context presents a huge challenge. Our teachers need tools that can accommodate each community's different realities and be easily incorporated into the curriculum. A student who is going south to pursue

Our principals are already involved in the GOAL process. Over the next few months, we will be holding workshops in each school for the teachers and providing them with material developed in our Education Services department. We are confident that GOAL will have positive results.

The Kativik School Board operates 16 schools in the 14 communities that make up Nunavik —the vast arctic region of Quebec bounded by Hudson Bay, Hudson Strait, Ungava Bay and Labrador. Learning takes place in Inuktitut, French and English.

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Making Dreams
Come True

Check out the GOAL Web site at its new address:

www.learnquebec.ca/en/content/mels/goal/index.html

Countdown to POP

by Cheryl Pratt, English-Sector Provincial Coordinator for POP

Help is at hand as high schools gear up for the Personal Orientation Project—a new Secondary III compulsory course in the Applied General Education path.

Here is some practical information to help with preparations.

How to pay for tool kits and equipment

For information on how to pay for tool kits, classroom refurbishing and computers required for this course, please contact your school board's director of physical resources and read the document "List of Support Materials for Launching POP" posted on the POP Index Web site at <http://www.repertoireppo.qc.ca/>

View virtual tool kits

While there, you can view virtual tool kits or listen to a testimonial from an industry employee. Please note that the POP site is being used by our pilot schools and that development is ongoing.

Take advantage of expertise

Your GOAL representative or a member of your school board's POP team that attended the provincial in-service session on October 26, 2006 can provide information on the POP. With their support, you will be ready for next year—and for 2008-2009, when POP will be available as an optional Secondary IV course in both the applied and general paths.

POP CHECKLIST

- POP teachers are assigned and trained.
- School staff are informed about paths and the new courses, including POP.
- Students and parents are informed about paths and the new courses, including POP.
- POP classrooms are ready with computers and Internet access.
- Schools know how many classroom sets of POP tool kits and accompanying activity guides they will need, so that school boards can coordinate group purchases.
- The school's career documentation centre is ready for POP students to use.



Got a POP question?

E-mail Cheryl Pratt at cpratt@lbpsb.qc.ca or telephone her at (450) 622-2212.

GOAL Networking Committee

Experimentation with GOAL is growing, as is our GOAL Networking Committee. You'll find the complete list of 23 members on the back page of this newsletter.



Students from Quebec's Lower North Shore experience the Professional Cooking program at the Cowansville Vocational Education Training Centre.

GOAL IN ACTION

Remote students connect with vocational training options

by Ghislaine Nadeau-Monger, g.c., Commission Scolaire du Littoral

Sixteen students from the Lower North Shore learned what vocational training is all about during a career-exploration trip to centres in Lennoxville and Cowansville.

For teenagers living in remote communities without much industry, vocational training can be a bit of a mystery. It can also be an interesting option for them. This is why our school board would like to thank the **Eastern Townships School Board** for welcoming our students to its two training centres over a four-day period in October 2006.

Each student explored two programs.

The Secondary IV and V students who participated in the trip came from four different schools. Since all of these students had expressed an interest in vocational training, we asked them to pick two programs that they would like to explore in detail. The cooperation we received from the Lennoxville and Cowansville centres was exceptional. Our students were able to get hands-on experience in a number of programs that ranged from Machining Techniques and Health Assistance and Nursing Care to Welding, Professional Cooking and Desktop Publishing. Our students also felt at home in the Eastern Townships with its small, rural communities and Anglophone heritage. Many of them even have family ties in the area.

STUDENT FEEDBACK

"I found Hairdressing interesting and I think that is what I want to do when I graduate. It also made me realize that I have to put my mind to completing my goal of graduating so I can go and do that course."

"Because of this trip, I found out what it was like to go to a vocational centre. I found it very interesting and I found out how hard you have to work."

"Not only did I meet other students from off the Coast but I finally decided what I want to do with my future."

Stimulated by this career-exploration opportunity, our students would now like to see more of their peers benefit from a similar experience.

These students discovered what it's like to be a welder at the Lennoxville Vocational Education Centre.

Entrepreneurship, GOAL and the QEP: a winning combination

by Ingrid Hove Gust, c.o, Sir Wilfrid Laurier School Board

“Learning by doing” and “connecting with the community” are two principles at the heart of GOAL. Two schools show how applying these principles can also lead to entrepreneurial success.

Growing through The Green Club

It's just about a year since science teacher **Melanie Taillon** and lab technologist **Lynda Génereux** formed “The Green Club” with some 20 **Joliette High School** students concerned about the environment. The club looked for a project that would model the principles of recycling and respect for the environment, while building on their appreciation of ecology and biology. They decided to design a small greenhouse for cultivating seedlings. As the plants matured, the club would offer them for sale.



Inside the greenhouse, new skills develop and student learning blossoms.

BUDGETS WERE TIGHT, but with donations of wood, heavy-duty plastic and other materials from several local businesses and community partners, the students built their greenhouse. By March, they had a detailed schedule for planting seeds and, throughout early spring, they nurtured their young plants.

Weeks of watering and monitoring fans and lights yielded club members a beautiful selection of vegetable and flowering plants ready for transplanting. The students earned approximately \$1,000 in profits from several springtime sales. They also enhanced their knowledge of science, technology and the environment, developed their business acumen and acquired hands-on construction and horticultural skills.

The Green Club captured first prize in its category in the Quebec Entrepreneurship Contest (Lanaudière region).

Learning through giving

Guidance counsellor **Michael Ioannidis** and behaviour technician **Michael Frank** teamed up to support a group of Secondary I and II students at **Mother Teresa Junior High School** in their “Learning through Giving” fundraising effort.

In response to the 7.6-magnitude earthquake that struck Pakistan in October 2005, these 14 enterprising IPL (Individualized Paths for Learning) students raised \$3,000 for Canadian Red Cross relief efforts.



Integrating academics, entrepreneurship and fun involved these students in their own learning and raised \$3,000 to alleviate the suffering of others.

In addition to selling refreshments at recess and parent nights, the students organized a raffle, hosted a Hawaiian Luau and screened *King Kong*. They marketed and advertised each project and tracked their fundraising results on a “Wall of Hope.”

IN THE CLASSROOM, meanwhile, the students' six subject-area teachers incorporated learning activities related to Pakistan, earthquakes and the Canadian Red Cross into their curriculum.

“Learning through Giving” received first prize in its category in the Quebec Entrepreneurship Contest (Laval region), as well as the “Prix de la Ministre de la Région.”

“Camp Je” really means business!

by Patty Arnold, Riverside School Board

A summer camp that turns teens into entrepreneurs attracted 38 English-speaking youth from across Quebec. Four students from Centennial Regional High School in Greenfield Park were among them.

Designed for teens from ages 14 to 16, this one-week **Camp Je** (jeune entrepreneur) took place in Valleyfield this past August. It was organized through the collaboration of Le Réseau des sociétés d'aide au développement des collectivités (SADC), the Community Table, the Community Economic Development and Employability Committees from across Quebec, and various local sponsors.

Participants were grouped into seven teams, with each team responsible for developing and launching its own small business. A variety of workshops got the process started and teams had the support of volunteer mentors.

Applied for loans

Each team had to develop a business plan, prepare a budget and request a loan from a Business Development Bank of Canada



(L. to r.) Centennial's Jillian Horrocks, Jennifer Paragios, Laura Cinquino and Amanda Lefebvre said that they learned more about entrepreneurship in six days than they thought they would in their whole lives!

agent. They also had to devise a marketing plan, purchase supplies, go into production and, lastly, sell their wares at a local shopping centre.

Cookies in a jar (just add butter and eggs), *Garden Treasures* (garden signs with funny sayings) and *Eternal Memories* (decorated picture frames) were but a few examples of the busi-

nesses launched. To top off the experience, the teens were able to keep any profits earned after they repaid their loans. “We sold bracelets and turned a profit of \$100—or \$20 each,” says Centennial student **Laura Cinquino**, “but I thought the best business idea was selling martini glasses filled with candy which were nicely packaged. They turned a profit of \$40 [per student] and sold out!”

The students also learned that leisure is an important element of a balanced lifestyle as they swam, went rock climbing and participated in games and campfires. “It was a fun experience!” concludes Laura.

This was the first province-wide “Camp Je” organized in English, following a successful regional pilot in Stanstead in 2003. The “Camp Je” model was developed by Le Réseau des SADC in 2000.

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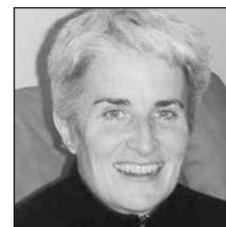
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The low-down | | | from Down Under

by Sandra Salesas, c. o.

Earlier this year, Mary Harrington, a science teacher and career counsellor from Victoria, Australia, visited Montreal to learn about GOAL and school/workplace/ community links. She also told us about some initiatives in Australia that suggest a guidance-oriented approach similar to ours.



Mary Harrington

GALEN CATHOLIC SCHOOL—where Mary divides her time between teaching and counselling—has 900 students in grades 7 to 12. Grade 9 and 10 students use *The Real Game* and every grade 10 student participates in a one-week work-study program.

 **The Victorian Certificate of Education (VCE)**—the two-year, post-compulsory program covering grades 11 and 12 and the equivalent of our SSD—includes a career education component. Grade 11 students participate in a career education course and career development elements are also integrated into other subjects, such as Society and Environment. Grade 12 students undergo individual career counselling with their homeroom teacher who is also trained as a career advisor. This training is similar to the undergraduate program in Carrièreologie at UQAM and Université de Sherbrooke.

 **Vocational programs count for credit** towards the VCE.

 In 2003, the state of Victoria established the **Victorian Certificate of Applied Learning (VCAL)**. This new hands-on option for grades 11 and 12 students bears similarities to the Applied General Education Path being introduced in Quebec high schools in 2007. VCAL learning can include part-time school-based apprenticeship, structured workplace learning and community-based learning.

 As of June 2006, the state of Victoria is introducing **Managed Individualized Pathways (MIP)**, whereby each student will have an educational and career plan. The MIP provides for student self-assessment of skills, academic competencies and potential career pathways. It is similar to our career portfolio used with *Career Cruising* or with *Choices*.

 At the state level, new **Local Learning and Employment Networks** encourage businesses, local governments, schools and other education providers, unions and aboriginal groups to work together to fill labour shortages in certain skilled trades. A coordinator will be hired to help students find work-study placements and employment opportunities. At the federal level, a **Local Community Partnerships** program complements the state-level networks and promotes initiatives such as workplace learning, career fairs and career adviser training for teachers.

 Finally, the state of Victoria is also developing **Essential Learning Standards** that integrate academic and career competencies. Curriculum standards have parallels to the QEP's competency-based learning.

RESOURCE CENTRAL

AUSTRALIA'S CAREER INFORMATION SERVICE, a joint initiative of various levels of government, provides career exploration resources to parents, educators and students through its **My Future Web** site at < www.myfuture.edu.au >. This site offers career-cruising opportunities for all audiences, no matter where you live.

To order The GOAL Post

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