

the GOAL post

The house that GOAL built

Likening student learning to a house is one way to differentiate GOAL from the Career Development subject area.

The Guidance-Oriented Approach to Learning has been evolving as a concept and philosophy since it was launched in 1998. At that time, many equated it with the Career Choice course that used to be offered in high school. Since then, it has been directly linked with the Personal Orientation Project (POP), the new Exploration of Vocational Training course and the soon-to-be-introduced Entrepreneurship course.

Certainly all of the above support GOAL, given the types of competencies they develop. But GOAL doesn't start or stop here. As a continuous process of self-discovery and career exploration, GOAL accompanies students throughout their school years, right from the elementary level.

Decoding each room's purpose

I like to think of student learning as a house with the QEP (which is GOAL-oriented by its very nature) as the foundation. Subject areas—such as Languages; Mathematics, Science and Technology; Social Sciences, Arts Education or Career Development—are the rooms that make up the house and fulfill different functions.

What GOAL adds is a blueprint or framework that decodes each room's purpose and connects it to the flow of life. Through self-discovery activities and contact with the larger community and the world of work, GOAL helps students grasp the links between who they are, what they are learning and where they want to go in life. It also helps them avoid the feeling of aimless movement from one room to another.

GOAL takes students beyond learning "because the teacher or my parents say I have to." GOAL opens the door to life and career planning. And just as we change our houses to suit our evolving tastes and needs, GOAL plays different roles at each age level and stage of development.

Sandra Salesas

Sandra Salesas, c.o., ccc
Provincial Coordinator, GOAL



"Nailing" new strengths

GOAL encourages young people to discover their talents and follow their dreams. Learn how these youngsters discovered strengths they didn't know they had. Page 3

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Making Dreams Come True

Judges and lawyers are only part of the picture

A visit from the non-profit organization, **Éducaloi**, gave these students a better idea of just how many people keep the wheels of justice turning.

Mention the justice system to the average teen, and you'll likely conjure up images of courtroom dramas peopled by stern judges in black robes and golden-tongued lawyers who pack a mean briefcase.

But there are many other lesser-known occupations upon which the justice system depends. That was the message of the **Éducaloi** team that presented workshops on careers in justice to Secondary III POP students at **Beaconsfield High School**, **Riverdale High School** and **Beurling Academy**. Meeting with police officers, a notary, a bailiff, a court stenographer and a paralegal among others, students learned about the duties required of these various professionals and how they work together to keep the system functioning.

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Constable **Caroline Letang** (RCMP) and Constable **Kobie Gibson** (Service de police de la Ville de Montréal) talked to students about their role in the justice system.

Check the GOAL website for regular updates:

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

A career fair run by students for students

by Dany Castonguay, Teacher, A.S. Johnson Memorial High School

POP students at A.S Johnson Memorial High School in Thetford Mines hit upon a novel way to share what they are learning with younger students.

When I asked my Secondary III POP students for feedback on career fairs they had attended, they said what they liked best were the hands-on activities. They also said it was important that information be targeted to their age level.

As our discussion advanced, the class asked if they could organize their own in-school career fair for the Secondary Cycle One students. They also wanted to include the Cycle Three students at **St. Patrick's Elementary**, with whom we share a building.

Older students communicated with younger students at their level.

For this particular fair, however, each of my 33 students would be the ones selecting, researching and presenting a career that she or he might one day want to pursue. (There were to be no duplications.) As part of their display, they would have to organize a hands-on activity that would convey their enthusiasm for their chosen career and communicate the attitudes and training required. And, of course, they would have to work to a fixed deadline. Research teacher, **Jennifer Patrick**, and I would be there for support.

On the day of the fair, our future nurse showed visitors to her kiosk how to take their blood pressure. Our musician brought in his guitar and sound equipment and explained how much practice time he has to put in each evening. Our software specialist used video games as an example of what a programmer might do. Because students were communicating with other students at their level, the information delivered reached its mark.

Organizing this activity was a fun way for my students to carry out one of the three career explorations required of them. But it wasn't just about exploring potential careers; it was also about learning to take responsibility for an event—and for their futures.



Hairdresser, plastic surgeon and software engineer were just three of the more than 30 careers researched and presented by the students.



Explo contributes to students' self-discovery

by Lori Rabinovitch, POP/EXPLO Development Team

By exposing students to a variety of trades, the new Explo course helps students better understand who they are—and what they might, and might not, be suited to.

The Guidance-Oriented Approach to Learning first and foremost helps students to better understand themselves. By exposing them to the world of work, GOAL also helps young people discover what careers might match their personal learning styles, interests, aptitudes and aspirations. That insight better equips them to make educational decisions that will lead them towards a satisfying future. It may also provide some students the motivation they need to stay in school and complete their studies.

One decision facing teens nearing graduation is whether or not to enroll in one of the many vocational training programs offered through

centres operated by the school boards. Students may hear news reports about the urgent need for skilled tradespeople. Yet how do they know if this career path makes sense for them?

Two competencies

Exploration of Vocational Training—known in both English and French simply as “EXPLO”—is a Secondary Cycle Two course that introduces students to 21 different employment sectors for which the public school system offers training.

A learning process built in to Explo forms the core of every exploration: observation, reflection, information-gathering and experiential activities (ORIE). This process propels the development of Explo's two competencies:

- Explores vocational training
- Contemplates his/her suitability for vocational training.

Coupled with other GOAL activities and programs experienced in school, Explo can provide any Secondary IV student with more information about his or her future options.

Learn more at www.learnquebec.ca/en/content/curriculum/career_dev/explo/



Raising the rafters taught the students about the teamwork needed in carpentry.

Exploring their options

These Explo students from **St. Paul's School** in St. Paul's River on the Lower North Shore linked their course work with a real-life need. As an experiential activity related to carpentry, the students built a shed for their school's greenhouse. Teacher **Travis Maurice** makes a point of organizing projects that reflect the students' interests, while meeting course objectives.



Before learning to handle a saw, this student may never have considered carpentry as a potential occupation.

How one class “nailed”... ...exciting new strengths

by Anthony Spadaccino, Special Education Technician

When an entire class—and school—rallied around one student’s passion for painting nails, great things happened.

Earlier this year, nine-year-old **Brook** who attends the **Junior Learning Centre** at **St. Willibrord’s** School in Chateaugay, wanted her class to go on a field trip. The “hick” was that some students might have been without the financial means to afford such activities. So the class had to find a way to fund the trip.

Knowing Brook’s passion for painting nails, principal **Bonnie Mitchell** asked her if she would do hers. The donation her principal gave her for her efforts got Brook thinking. She rushed back to class to share her idea that they could raise money by painting the nails of St. Willibrord students and teachers.

Brainstorming tasks

Nominating Brook to be the esthetician, every member of the class agreed to take on a role. Teacher **Angela Caza** and I helped the students brainstorm the tasks they would need to do.

*She rushed back to class
to share her idea...*

Thanks to this nail-painting project, Brook discovered that she now feels closer to some of the teachers because she got to know them better while doing their nails. **Jonas**—the nail polisher—felt good about participating in an activity that helped his class. **Tyler**, who took off old nail polish, felt that “moms and dads can’t always pay for field trips,” so this was a good way to be able to afford them. Kim soaked the customers’ hands. She and **Justin**—who applied the lotion—liked the idea of helping others and treating students and teachers to a relaxing time. **John**

greeted and seated the customers, while **Kyle** made sure they felt calm and relaxed.

In the end, upwards of 100 teachers and students—boys and girls—supported the “Splash Nails Salon.” Our advertiser, **Rebecca**, did a



The Junior Learning Centre students pose with teacher, Angela Caza, and special education technician, Anthony Spadaccino.

Unexpected benefit

During this GOAL-inspired project, we noticed something interesting. Students chose roles that were not necessarily their areas of strength. For example, one student who struggles with speech chose to be the one to spread the word about the business.

The New Frontiers School Board’s **Junior Learning Centre** serves children from ages six to nine with special needs. – **A.S.**

great job of talking it up, as she didn’t want anyone left out. **Simon**, our accountant, got to practice his math by taking care of appointments and payments.

In addition to raising money for field trips, the class also won recognition through the Quebec Entrepreneurship Contest. Most importantly, they discovered abilities and strengths they didn’t know they had.

Launch student projects with The Incubator

by Sandra Salesas

Watch for this new toolkit which is easy to use and includes several GOAL-related activities.

The Incubator was created by **Sam Asmar**, an entrepreneurial promotion and awareness agent at the *Carrefour Jeunesse-Emploi de l’Ouest-de-l’Île*. This teacher-friendly toolkit provides a hands-on guide to starting any project by first identifying the group’s strengths and roles. The step-by-step process can be embedded into the QEP or used to trigger student engagement in any classroom, complementary educational services or student-based activity. GOAL-oriented activities within *The Incubator* include “Me, Myself and I,” “The Success Collection,” “The Brainstorm,” “The Top Three” and “The Best of the Best.” No training is required.

The kit has been distributed to every English public high school in Quebec through the GOAL Network. A supporting website www.321incubator.com will be online as of September 2009. For more information, contact your GOAL representative or **Katherine Korakakis** at (514) 393-9155.

Royal Vale students test process

Six Secondary IV students from the English Montreal School Board’s **Royal Vale School** participated in the launch of *The Incubator* last fall. Starting completely from scratch, the students used the process to generate ideas for two activities that they organized during the course of the year. The first involved the creation of a “Royal Pets” calendar that featured photos of students’ pets and brought elementary and high school students together in a common cause. The other was a very successful student/staff hockey game that had the teachers even more excited than the students.

“There is definite value in this process,” says guidance counsellor, **Cathy Schreiber**. “It is a great way of generating ideas that use students’ strengths and interests to benefit the whole school.”



These Royal Vale students used The Incubator project launching tool to generate ideas for two activities they went on to organize.

Need more copies of the GOAL Post?

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Judges and lawyers are only part of the picture

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“Éducaloi has been raising awareness of these careers in the French school boards, and they wanted to do a pilot project with us,” says **Nancy Battet**, the Lester B. Pearson School Board’s community and partnership liaison coordinator. “Many of our students are interested in the field of law and this opened their eyes to the different opportunities out there, as well as the skills and qualifications required to do these jobs.”

In the coming year, the GOAL Network hopes to develop more pedagogical activities with Éducaloi for the Anglophone sector.

Careers in Justice website

Éducaloi (www.educaloi.qc.ca) is a non-profit organization with a mission to inform Quebecers about the legal system. Its interactive website www.jeunepourjeunes.com/en/careers_in_justice/ aims to engage high school students in exploring the many different careers in the justice sector.



Legal assistant **Adriana Martella** discussed the requirements of her job with **Beaconsfield High School** students.

Who's who in the GOAL Network???

Each issue of the GOAL Post features different members of the Network.



André Tremblay
Guidance Counsellor
Cree School Board

A love of nature and fascination with Cree culture motivated André to leave the Quebec City area four years ago to come to

the North. Today he is a guidance counsellor at **Voyageur Memorial High School** in Mistissini, where he is working with his school’s administration to set up a GOAL team.

“Student absenteeism here is about 25%,” says André. “This causes a delay in academic achievement and the setting of personal and career goals. High teacher-turnover complicates things further. Our challenge is to find ways to make school more interesting.”

Everyone needs a port of call.

André’s personal motto is: “When you sail without a port of call, there are never any favourable winds.” He believes that using GOAL activities to help students discover who they are will give them the personal port of call they need to reach their potential. “I feel that the GOAL teams in the South are ready to welcome us and give us support,” he adds, and is looking forward to attending Network meetings via videoconference.



Ghislaine Nadeau-Monger
Guidance Counsellor
Littoral School Board

Ghislaine grew up in a small village on the Lower North Shore of Quebec, near the Labrador border. To pursue her

schooling, she had to leave home at 14, at a time when telephones had not yet reached her region. Suddenly thrust into an urban environment, she and her friends found it difficult to make decisions about their future. “We had to project ourselves into a world that we did not quite understand. Even road traffic was an adaptation,” she says.

Left home at 14 to pursue her schooling

“Because of my own experiences, I slowly concluded that I wanted to become a driving force in my home region by helping youth and adults who were going through this same process.” In that spirit, she completed her studies in guidance and counselling at Laval University.

“When GOAL was introduced, I felt confident about getting involved because it supports children, from an early age, in the discovery of their interests and aptitudes. Then, as they become teenagers, it enables them to make additional links between who they are and their school paths and dream careers.”

The GOAL Post is also available on the GOAL website at www.learnquebec.ca/en/content/mels/goal

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