

# the GOAL post

## Job-shadowing “flies” at Eastern Shores

by Malcolm MacPhee, Eastern Shores School Board

A return-trip aboard a Provincial Airlines flight to Labrador City let two Secondary V students see air travel through the eyes of a flight attendant.

Last year, **Kim Sallows** and **Katrina Boland**, both students at **Queen Elizabeth High School** in Sept-Îles, mentioned they might be interested in becoming flight attendants. I thought a job shadowing experience would be a great way for them to explore this interest—if I could find an

airline that was willing to participate. Then, by chance, I met up with a former classmate, **Cynthia Jones**, and discovered she was a manager for Provincial Airlines.

The initiative took off from there. In the late afternoon of January 22, Kim, Katrina and I boarded a 36-passenger SAAB A-340 aircraft for a short 45-minute flight to Labrador City that would allow us to observe what a flight attendant does during a typical flight.

Our flight attendant, **Kim Byrne**, was most helpful. She explained the importance of safety, courteous client service and good grooming. She also pointed out that the scheduling can take you away from home for up to 10 days at a time. The girls saw how physically demanding the job is—Kim was on her feet most of the flight—and they learned that atten-



*Flying high: Kim Sallows and Katrina Boland, accompanied by Malcolm MacPhee, pose with their hosts from Provincial Airlines.*

dants have to keep their cool even when a passenger is difficult. Kim also told them about the airline's training program and how rewarding the job can be for someone who loves to travel.

*(Continued on page 3)*



### Curriculum links

- Emphasizes the “Personal and Career Planning” broad area of learning
- Touches on Health and Well-Being
- Encourages communication and self-presentation skills (Language Arts)
- Could also enhance learning in Science and Technology (air pressure, resistance, aircraft maintenance)

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- 3 They're preparing for high school by exploring their dream careers.
- 4 “Tell us about lesser-known options!” says this student.

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Making Dreams  
Come True

## Reinforcing the links between GOAL and the QEP

By deliberately making the connections between GOAL and the curriculum more explicit, this issue of *The GOAL Post* emphasizes both the simplicity and power of the

### Be a GOAL advocate!

Are you a teacher who has used GOAL to relate classroom learning to real-life experience and career exploration? How did your students respond? We'd love to hear from you. Contact [sandra.salesas@csmc.qc.ca](mailto:sandra.salesas@csmc.qc.ca)

guidance-oriented approach. It also offers insights from both teachers and students on how GOAL makes learning more relevant. This evolution in the editorial content is a direct result of recommendations made by

the GOAL Networking Committee last December to tie GOAL more closely to what is happening in the classroom.

### Pedagogically-friendly

We invite teachers, administrators, consultants and GOAL coordinators to use this newsletter as a pedagogical tool. Not only does it reflect the dynamism of English-language education, it also provides concrete evidence of how learning becomes more relevant with the application of GOAL.

*Sandra Salesas*

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

## Opening the door to self-discovery and career exploration

by Cheryl Pratt, English-Sector Provincial Coordinator for POP

**The Personal Orientation Project (POP) helps students to discover who they are and to use that self-knowledge to explore potential fields of interest. It is a perfect fit with the guidance-oriented approach to learning.**

As students progress through their POP course, they learn to identify their personal interests and aptitudes. They also develop their career exploration skills by researching fields they may wish to pursue. In the process, they come to realize the academic requirements they will need.

In a POP class of 32 students, there should be 32 different career exploration plans, involving any number of solo and group activities. For instance, students might research the new **POP Index Web site** ([www.repertoireppo.qc.ca](http://www.repertoireppo.qc.ca)); interview friends or family contacts already working in a particular industry; or seek out documentation

available in the guidance office. They might also participate in job shadowing initiatives; explore a particular field using multimedia and hands-on toolkits; and share information and experiences with their classmates and teacher.

During their careers, today's students can expect to hold some 25 different jobs in as many as five different sectors. Some of those jobs may not exist yet and many may involve contract work. POP's goal is to help students acquire the career exploration skills they will need to use again and again throughout their lives.

**The English Montreal School Board's Marymount Academy** is one of three pilot schools that have already introduced the new Personal Orientation Project (POP) course. At Marymount, all 150 Secondary III students are taking this course.

## Inside a **POP** pilot classroom

by Tracy Mangal, Marymount Academy

**“As a pilot teacher for the Personal Orientation Project, I've had many teachable moments. Now I'm watching my students draw on their new sense of self as they interview for their first summer jobs.”**



Tracy Mangal

Our learning evaluation situation about the interview process began last October. Students had already completed activities aimed at discovering their personality traits and learning styles. They made charts indicating the skills they already

have as well as those they plan to develop. They also created two resumés: the first one detailed their career and education goals to date; the second “fun” resumé described where they would envision themselves in 15 years. This required a great deal of work. They had to decide in which CEGEP, university or vocational training programs they would have enrolled, as well as what type of jobs would have given them the experience to reach their goal.

**“Hair that once ran wild was pulled back neatly . . .”**

For the interview process itself, I gave the class a job posting for a position on a marketing team, along with 14 interview questions. Students then individually responded to the questions and memorized their answers. In groups, they role played, taking turns interviewing each other. Our final learning activity before the interview covered dressing for success and the perfect handshake. After many sweaty palm exchanges, interspersed with liberal doses of raspberry-scented hand sanitizer, students signed up to be interviewed in groups of three. I played

the interviewer while the rest of the class observed.

It was heart-warming to see each student's physical transformation. Hair that once ran wild was pulled back neatly into ponytails, braids and barrettes. Crisp blue shirts and shiny black leather shoes replaced sweat-shirts and sneakers. The faint scent of cologne and deodorant lingered in the air.

**“ It was our first indication that POP was hitting home. ”**

Each group of interviewees smiled brightly, wiped their hands before shaking mine, and waited for me to sit down first. After each set, the class applauded and we discussed the strengths and weaknesses of each interview. It was our first indication that POP was hitting home and that students were making the connection with their lives.

One day, after school, one of my POP students greeted me with: “Miss...I need help!” He was to have his first real job interview later that evening.

- “What can I help you with?” I asked.
- “I want to know if I should wear my blue shirt or my white shirt,” he said, shifting his weight from one foot to the other.
- “Which one did you wear to the interview we did?”
- “The white one... but I was sweaty.”
- “Do you like the blue one?” I inquired.

“Blue might be a good way to go. And don't forget your undershirt!”

**It's the learning process that counts.**

As I watched him walk away, I felt such pride. Whether or not his interview was successful, I knew that both the classroom simulation and his real-life interview were part of an invaluable learning process.



Secondary III students at Marymount Academy discovered a lot about themselves through their Personal Orientation Program class.

The good news was that he was hired almost immediately. (The bad news was that the job didn't work out, but he has another interview coming up soon.)

What I find very meaningful is that this particular student isn't one of our strongest; yet experiencing real-world success has encouraged him to work harder academically. As other students line up their own interviews and share their experiences in-class, I count myself blessed to be part of this authentic learning environment.

## Preparing for POP teacher-training

- © What is POP?
- © What does the career exploration process look like?
- © How will students use POP toolkits and other resources?
- © How do you set up a POP classroom?
- © What is the guidance counsellor's role?



**Normand Touchette**, GOAL coordinator for the New Frontiers School Board, co-animates a discussion on organizing POP activities outside the classroom.

Those were some of the topics addressed on April 16-17, 2007 when some 45 participants with a mandate to support the training of future POP teachers in their boards came together to develop a teacher-training model. These English-sector professionals worked together to make the most of their knowledge, skills, expertise and shared experiences.

*This material will be used in teacher-training sessions planned at your school board. For information, please consult your local POP Network member.*

### Job-shadowing: more informed decision-making

*(Continued from page 1)*

The girls met the rest of the crew, as well as some other Provincial Airline representatives who happened to be on the return flight. Based on what they heard and their own observations, the students can make a more informed decision about their future career path. As Katrina commented in an interview with our local newspaper: "I have been thinking about becoming a flight attendant for a long time. Now I have far more complete information than I would be able to find on the Internet."

Many thanks to everyone at Provincial Airlines ([www.provincialairlines.com](http://www.provincialairlines.com)) who made this experience possible.

Their hospitality and professionalism allowed our students to gain the first-hand experience that will help them make the right decisions . . . and that is what GOAL is about!

*Katrina Boland (left) and Kim Sallows*



## GOAL IN ACTION

### Exploring their dream careers

by Nancy Battet, Lester B. Pearson School Board

**Youngsters preparing for high school dream of becoming detectives, veterinarians or fashion designers. What better way to understand the educational path such careers require than to talk to someone active in the field?**



*Lt.-Det. Guy Bianchi from the Montreal Police Service has the full attention of these St. Charles' students.*

law enforcement, air transportation, health, veterinary science and graphic design to come to the career day. In groups of 10, students met with three professionals of their choice and asked them about the different careers available in their industry.

**Linda Fraraccio**, promotions manager for Global TV, told the students: "It is not only the reporter on television that works for Global TV. There are hundreds of professional and technical experts behind the scenes making every television show happen."

Students who spoke with Lt.-Det. **Guy Bianchi** from the Montreal Police Service got a new perspective on why they should study chemistry. He explained the relationship between that subject and the DNA testing and finger printing used to identify criminals.

Fashion designer **Hollie d. Forest** explained that being an entrepreneur wasn't easy, but that people with focus and passion can succeed. She also noted that hard work and good people skills were essential in her field.

St. Charles School is planning another career day this year. The concept has also been expanded to other LBPSB elementary schools, including **Purcell Academy** (Pierrefonds) and **St. Edmund** (Beaconsfield). As these students enter high school and begin to make choices about courses, they'll have a better idea of careers that might interest them and of the knowledge they'll need.

*Nancy Battet is the partner liaison for the Pearson Interactive Community Partnerships program. It supports teachers by enhancing in-class curriculum and by organizing career exploration activities.*

A career day organized for the grade 6 students of **St. Charles Elementary School** in Pierrefonds last year gave them this very opportunity.

To prepare the students, the three grade six teachers and I had students complete the short Career Navigation "Abilities" quiz on the *Canada Training and Careers Web site* ([www.jobsetc.ca](http://www.jobsetc.ca)). This is a great tool because it not only helps them identify their individual interests and skills, it also suggests a number of professions they might be suited to and the education each would require.

Based on the students' interests, we invited representatives from such industries as fashion, television and radio,



### Curriculum links

- Explores the "Personal and Career Planning" broad area of learning
- Helps students integrate into society and identify essential skills
- Emphasizes cross-curricular competencies—use of information; use of information and communications technologies; construction of identity
- Builds written and oral communication skills (Language Arts)

**Plan now to attend the annual GOAL symposium!**

**Infusing career education into the curriculum to make learning more relevant. . . that's the GOAL!**

**Friday, September 28, 2007**  
**8:30 a.m. – 3:30 p.m.**  
**Dorval Airport Hilton Hotel**

Guest speakers – Practical workshops – Roundtable sessions  
 Teacher-directed projects – Community partners

*For information about registration, please see your GOAL Networking Committee member (see list p. 4)*

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## Commentary

# The overlooked alternative for high-school students

by Samantha Clarke

With a vocational training centre located so close to her former high school, this student asks why is this alternative being forgotten?

When I attended D'Arcy McGee High School in Aylmer, I thought my only two educational options after graduation in this area were Heritage College or Algonquin College. When I learned from a friend that the Western Quebec Career Centre is right here in Aylmer and offers courses such as Hotel Reception, Travel Sales, Secretarial Studies, Automobile Mechanics and Accounting, I couldn't help but wonder why more people didn't know about it.

## Broadening our focus can make learning more relevant

by Kelly Butler, Western Quebec School Board

What educator hasn't agonized over how to transform glazed-over expressions into intellectual curiosity?

A major strength of the guidance-oriented approach is that it helps teachers and students explore how individual subjects relate to many different career options and the real (read "worthwhile") world outside the classroom.

Talking about those options brings learning alive for students. It gets them thinking about their own interests, what they want to do with their lives and what education they will need to reach their goals. It can even be the motivation they need to take their studies more seriously.

This commentary by student Samantha Clarke made me realize how important it is for educators to broaden our own focus. Students are hungry for information that can help them make better choices. And that's where GOAL can help. With its emphasis on exploration, GOAL allows all of us to entertain perspectives and options we may not otherwise have considered.

perfect fit for me. I wouldn't want anyone who might be interested in these programs to miss out for lack of information.

*Samantha plans to go on to study Interior Decoration. She also plans to use her new secretarial skills to find a well paying job that will support her future studies*

After enrolling in Secretarial Studies, I feel that more students should be made aware of ALL their options in order to make an informed decision about their education and future.

**Even the shyest can excel.**

Vocational training, like CEGEP, is tuition-free for Quebec residents who enroll in centres operated by the school boards. This makes them a practical option for someone fresh out of high school with no job or huge savings account. The atmosphere is very friendly and inviting. Small classes give teachers more time to devote to each individual. Students ask questions without fear of being ridiculed, and a close-knit feeling allows even the shyest or most insecure student to excel.

I recommend that guidance counsellors add vocational centres and other lesser-known institutes to their list of possible options after high school. The Western Quebec Career Centre turned out to be a



*Samantha Clarke believes that students should be made aware of all their options.*

## To order The GOAL Post

To obtain additional copies of *The GOAL Post*, contact **Doris Kerec** at LEARN at **1-888-622-2212** or e-mail <[dkerec@learnquebec.ca](mailto:dkerec@learnquebec.ca)>. *The GOAL Post* is also available on the GOAL Web site at <[www.learnquebec.ca/en/content/mels/goal/index.html](http://www.learnquebec.ca/en/content/mels/goal/index.html)>.

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