

the GOAL post

SPOTLIGHT

O N P O P

See articles inside

The many faces of GOAL

*Pinning down a fluid concept like the **guidance-oriented approach to learning** can be challenging even for those immersed in it. At a recent workshop on GOAL and pedagogical reform, a cross-section of guidance counsellors, administrators, consultants and GOAL coordinators ascribed these key elements to GOAL:*

- ✦ Knowing oneself, knowing the world of work and making a career decision
- ✦ Choosing a path, courses and options
- ✦ Engaging in effective learning
- ✦ Learning through action
- ✦ Making meaningful connections
- ✦ Participating in cross-curricular projects
- ✦ Constructing identity
- ✦ Empowering students
- ✦ Understanding strengths and learning styles
- ✦ Acquiring decision-making and problem-solving skills
- ✦ Validating interests and experiences
- ✦ Developing and applying essential life/work skills

I N S I D E

- 2 Confessions of a POP teacher
- 3 New career vistas come out of the blue
- 3 GOAL and the new math sequences

P L U S

- 4 Your GOAL Networking Committee



Making Dreams Come True

Why GOAL has staying power

Because GOAL is a mindset—not an add-on activity—it leaves room for lots of creativity on the part of teachers and students.

When we first starting talking about GOAL a decade ago, many saw it simply as an in-class segment on career exploration or a link between a subject area and a specific industry. Others viewed it as a work-study placement program.

Since then, our perceptions of the guidance-oriented approach to learning have evolved and broadened. Today we see GOAL at work in cross-curricular projects, in preparatory activities for the new Secondary Cycle Two math sequences and in curriculum (the Personal Orientation Project is a good example) that links learning to real-life situations.

Who am I and where am I going?

From kindergarten to post-secondary levels, GOAL is also embedded in project-based learning that requires students to learn by doing and to discover real-life applications in various subject areas.

Because it is dynamic and fluid, GOAL allows teachers, guidance counsellors and other professionals to work together to give GOAL a shape and texture that fit with their school success plans and classroom styles.

Whatever form it takes, GOAL is a way of thinking and learning that makes links between school and work – and, in the process, helps students find answers to the age-old questions: “Who am I?” and “Where is my place in this world?”

That capacity to make learning relevant is what gives GOAL its staying power.

Sandra Salesas

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

Looking ahead to high school and beyond

by Nancy Battet, Lester B. Pearson School Board

A Career Day for grade 6 students at St. Lawrence Senior School started them thinking about the choices that lie ahead.

During this day-long event, the students met a number of individuals from their community who work in various fields. By describing the educational paths that led to their own careers, these professionals helped the students see why the skills they are learning in school have real value.

Even though their own career decisions are still in the future, these young people appreciated this glance into the world of work. “After Career Day, I started to think more about what I want to do when I get older,” said **Jonathan Amanatey**. Added classmate **Alyssia Rubertucci**: “Career Day was really beneficial to me. The people introduced me to so much

in their working field. I will follow their path and keep my goals attainable and achievable.”



Isabel Deslauriers, an electrical engineer with the Let's Talk Science Outreach Program, interacts with grade 6 students during Career Day.

Check the GOAL website for regular updates:

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

Teaching POP is loud, chaotic and very rewarding

by Steve Scallion, Rosemere High School, SWLSB



Steve Scallion teaches three POP classes and close to 90 students in an environment he says is best described as “organized chaos.”

The Personal Orientation Project is not a course where students are expected to sit quietly in their seats. They are scattered throughout the room—some at one of the 27 available computer stations, some at the two worktables we’ve set up, some huddled together discussing their upcoming projects.



Constructing a scale model of the Eiffel Tower strengthened one student’s grasp of basic architectural principles.

It is loud at times; in fact, it is loud more often than not. However, as the students progress in their career exploration process, the volume in the classroom has decreased as the conversations have become increasingly productive. Instead of asking me for ideas and advice, students are showing their burgeoning independence by turning to their classmates.

tative of the class and far better than I could ever have imagined. These kids are so creative and artistic; their projects go way beyond the typical “hour-and-a-half-the-night-before” level of work I had initially expected.

One student’s exploration of the field of architecture motivated her to such a degree that she spent close to 80 hours at home constructing a model of the Eiffel Tower out of toothpicks. Another demonstrated what she had learned about carpentry by documenting every step she took to build a simple birdhouse—from taking accurate measurements and purchasing supplies through to the final assembly.



Student Philippe Vezeau Jove (left) shows his classmates what he learned about emergency response protocols after interviewing a firefighter.

Solidifying learning

As a result, the hands-on projects that solidify their learning are becoming far more represen-

“These young adults now see school as a means to where they want to go in life.”

As we near the end of this first year, we now have a class in which students are actually thinking about their futures. These young adults are finding reasons to stay in school and are looking at the trades, CEGEP and university programs. They are seeing—some for the first time—that high school is an important means to where they want to go in life. I believe that is the true success of the POP program.

A job that doesn’t feel like one

I started this year with one clear and realistic aim: to help kids master the career exploration process. I’m not naive enough to think that all of my students will find their one perfect career during their time with me. My greatest hope is that POP opens their eyes to what I have managed to find: a job that doesn’t feel like a job. If this course helps my students develop the skills to find such a career, then I can say that this program was truly a success.



This simple birdhouse represents a lot of learning.

Have clear expectations of classroom etiquette

When I was asked to teach POP, I wasn’t sure how to incorporate my “firm but fair” style of classroom management into an inherently chaotic environment. But I’ve found that I had to make very few changes.

A POP classroom has thousands of dollars worth of computers, digital cameras, voice recorders and other equipment—all of which need to be protected. Getting my students to participate in establishing our classroom rules was a positive first step.

From the very beginning, the students knew that they were to enter the class in a mature manner and were not to begin until after we had an opening class discussion. I emphasized that the equipment, toolkits and other technology were “ours” and stressed the importance of their proper and responsible use. I set up consequences for improper use and adhered to them religiously.

These clear expectations of classroom etiquette have been key to my success and the success of my students.

- Steve Scallion

Mr. Scallion's Classroom Expectations

- 1) Arrive to class on time.
- 2) Wait for instruction from Mr. Scallion before you begin your daily work. Computer screens stay off until instructed.
- 3) Always have your daily work binder, journal and portfolio with you every time you come to class.
- 4) Anytime Mr. Scallion addresses the class, please turn off your computer screen and pay attention.
- 5) Keep your daily work binder neat and organized.
- 6) No disrespect, prejudice, racism, or violence of any kind.
- 7) Complete all assigned work to the best of your ability.
- 8) Hand in work complete and on time.
- 9) Respect others' property, including both the school's property and that of your fellow classmates.
- 10) Always use appropriate language.
- 11) Be responsible when using the computers. Only use appropriate websites that.
- 12) Participate politely and respectfully in all aspects of your.
- 13) Assist your fellow classmates whenever possible.
- 14) Enjoy and make the most of your learning experiences!

Mr. Scallion's Students' Expectations

- 1) Arrive to class on time and prepared.
- 2) Always be fair.
- 3) When being addressed by a student, Mr. Scallion is to provide his full and undivided attention.
- 4) Project dates will be fair and respect the overall schedules of the majority of students.
- 5) All marking will be done and returned to students in a timely fashion.
- 6) Mr. Scallion will model the behaviour he wishes to see in his students.
- 7) Mr. Scallion will keep classroom materials organized, safe and accessible.
- 8) Mr. Scallion will always offer his students a chance to explain before disciplining.

Heli-Excel visit opens new career vistas

by Malcolm MacPhee, Eastern Shores School Board

Heli-Excel's choppers can often be spotted in the skies over Sept-Îles. But chances are, the 23 POP students at Queen Elizabeth High School now pay them a lot more attention.

Organizing a class trip to Heli-Excel, a local helicopter charter company, fit perfectly with POP teacher **Kimberly Cox's** objectives for her students. By exposing them to different types of careers and the knowledge these require, she hopes to better prepare her Secondary III students to make decisions about their next level of education. She also wants them to see how decisions made today can have an impact on their eventual long-term career satisfaction.

Visiting Heli-Excel in February had definite advantages. With less demand for its services in the win-

ter, the company uses this time to overhaul its fleet. With several helicopters in the hangar, the students got a better feel for how these impressive machines are built and how many different jobs—besides the pilot—are required to keep them flying. For every hour of flight time, students were surprised to learn that it takes, on average, four hours of maintenance.

Math and science essential

We also had the opportunity to meet people in a variety of roles including mechanic, airframe technician, engineer, financial controller, accountant and secretary. Pilot **Daniel Belanger** caused a few jaws to drop when he mentioned that training to become a pilot in the private sector could cost upwards of \$60,000 and was dependent upon a qualifying examination. He also made it clear that you had to be good in math and science as pilots and mechanics are always doing precise calculations and making fast decisions. In this profession, safety leaves no room for error.

Many thanks to our hosts at Heli-Excel (www.heliexcel.com) for introducing our students to a variety of local opportunities that could inspire their next career exploration.



Heli-Excel's **Bernard Gohier** and pilot **Daniel Belanger** (seated) describe the various career paths available in their company and the skills they require.

Visit was student's suggestion

This trip to Heli-Excel is a good example of how students and teachers can use their personal contacts to create links with their community. In this case, POP student, **Michelle Gohier**, suggested the visit to Heli-Excel, where her father, **Bernard Gohier**, is director of maintenance.

Career interests are part of new math equation

The GOAL Post asked Sir Wilfrid Laurier School Board math consultant, **Frank De Luca**, and GOAL consultant, **Ingrid Hove Gust**, about the new math sequences and GOAL.

GP: From a GOAL perspective, how do the new math sequences differ from the old program?

FDL: A key difference in the new curriculum is that students follow a program focused on the type of math that may be required for their future career interests, in addition to their aptitude for math. Overall, the content is much the same, with a few new elements; but it has been reorganized to fit each course. For example, Technical Math has a greater focus on perspective and geometry than do the Social/Cultural or Science options because these concepts are often used in technical careers.

GP: What school-based, GOAL-type activities can better prepare students to choose the most appropriate math sequence?

FDL: We'll need to develop ways for junior-high students to learn about the different types of math used in different careers. For example, many SWLSB schools are running an educational robotics program that mirrors the mathematics, science and technical applications that robotics and manufacturing engineers actually use in the real world. In addition, new textbooks—currently being developed and translated into English—will help by exposing students to math in action in a variety of careers. A proposed Secondary III text includes examples of specific types of math used in such fields as industrial design and manufacturing, research science, health science, firefighting and photography, to name a few.

GP: How can guidance counsellors and GOAL and other consultants help teachers to guide their students?

IHG: GOAL already tries to help students understand how important math can be to their future career path. Now, the emphasis for school teams will be to make this information even more career specific and to prepare students earlier. The new Personal Orientation Project course also offers Secondary III students a great opportunity to explore the mathematics requirements of different careers and it can help them choose the Secondary IV math option most suited to their career interests.

GP: How much flexibility is there for students who don't know what direction they want to take or who change their minds part way through?

FDL: There is an opportunity to change direction between Secondary IV and V, although some options lend themselves better to bridging than others. For example, moving from Technical Math in Secondary IV to Science Math in Secondary V would only require a small amount of supplemental study. Moving from the Cultural Math option to the Science option would require significantly more preparation.

New on the GOAL website

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

- **Video interview with Laurent Matte:** Students today need more guidance than ever and they need it sooner, says the president of the *Ordre des conseillers et conseillères d'orientation et des psychoéducateurs et psychoéducatrices du Québec*.
- Information on the **Work-Oriented Path**
- **New math sequences** and CEGEP choices and related careers
- **CEGEP prerequisites** 2008-2009

Association of Jewish Day Schools
Lori Rubinger, Jewish Employment Montreal
lori.rubinger@jemmontreal.org

Central Quebec School Board
Sandra Hughes, Guidance Counsellor
hughess@cqsbc.qc.ca

Diane Hostetler, Guidance Counsellor
hostetlerd@cqsbc.qc.ca

Commission scolaire du Littoral
Ghislaine Nadeau-Monger, Guidance Counsellor
orienta@globetrotter.net

Cree School Board
André Tremblay, Guidance Counsellor
atremblay@cscree.qc.ca

Eastern Shores School Board
Malcolm MacPhee, Career Orientation,
Youth Sector
mmacphee@globetrotter.net

Eastern Townships School Board
Suzanne Dery, Goal Consultant
derys@etsbc.qc.ca

English Montreal School Board
Lori Rabinovitch, Pedagogical Consultant,
GOAL, POP, Report Cards and Reform
lrabinovitch@emsbc.qc.ca

First Nations Education Council
Barbara Gravel, Education Counsellor
bgravel@cepn-fnec.com

Kativik School Board
Simon Hébert, Pedagogical Consultant,
Academic & Vocational Guidance
simon_hebert@kativik.qc.ca

Lester B. Pearson School Board
Sheila Southon, Guidance Counsellor
ssouthon@lpsbc.qc.ca

Tom Conti, Guidance Counsellor,
Adult Education & Vocational Training
tconti@lpsbc.qc.ca

Nancy Battet, Community and Partnership Liaison
nbattet@lpsbc.qc.ca

Antoinette Scarano, Work-Study Animator
amatorana@lpsbc.qc.ca

Stephen Brayne, POP and GOAL Consultant
sbrayne@lpsbc.qc.ca

New Frontiers School Board
Normand Touchette, Coordinator, GOAL
ntouchette@csnewfrontiers.qc.ca

Quebec Association of Independent Schools
Virginia Proctor, POP and Mathematics Teacher
vproctor@centennial.qc.ca

Riverside School Board
Patty Arnold, Educational Specialist –
Career Education
parnold@rsbc.qc.ca

Sir Wilfrid Laurier School Board
Ingrid Hove Gust, Educational Consultant
ihove@swlauriersbc.qc.ca

Western Quebec School Board
Kelly Butler, Consultant for GOAL and POP
kbutler@wqsb.qc.ca

Ministère de l'Éducation, du Loisir et du Sport
Konrad Muncs, Education Specialist
konrad.muncs@mels.gouv.qc.ca

Cheryl Pratt, Provincial Coordinator, POP &
Exploration
cpratt@lpsbc.qc.ca

Sandra Salesas, Provincial Coordinator, GOAL
sandra.salesas@csmb.qc.ca

Christiane Daigle, Responsable de l'approche orientante
christiane.daigle@mels.gouv.qc.ca

Richard Leblanc, Services éducatifs complémentaires
richard.leblanc@mels.gouv.qc.ca

Ann Marie Matheson, Supporting Montreal
Schools Program
matheson.am@csmc.qc.ca

New Prelude game supports POP

by Chris Colley, Teacher, Massey-Vanier High School, ETSB



“After finding out I was water, I wasn't surprised. It really does describe me: creative, thoughtful, flexible, artistic, inspiring and supportive.”
Allison, Massey-Vanier student

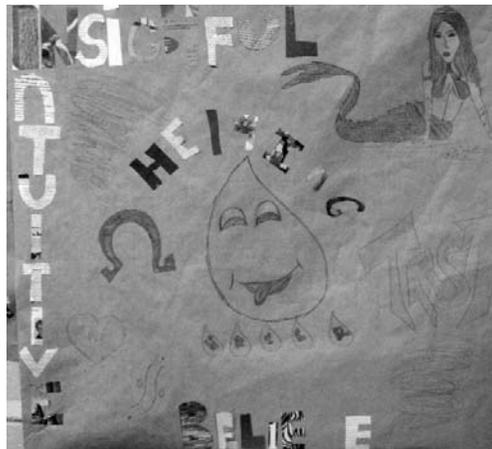
Using *Prelude* with my POP students made them more aware of who they are. This has helped them to plan career explorations that are more likely to coincide with their personal interests and strengths.

The collaborative aspect of this game is wonderful. My students ran with it and had many great insights. Each one realized at least one new thing about him or herself.

And teachers, don't be intimidated by the initial setup. Once you have a good grasp of *Prelude's*

underlying philosophy, you can use the literature provided to create a loose structure. The students will take it from there and guide themselves through the process.

As one student, Erika, commented in her journal: “The *Prelude* game helped me learn more about my personality and myself. I recommend this experience, especially to people who are less familiar with their own qualities, so that they can find out more about who they are.”



Individual and group murals portray what students learn about their own strengths and those of their classmates.

About *Prelude*

Prelude's four modules guide players from inner exploration to outer expression, and from individual to team and then group play. The game culminates in a group mural that synthesizes something positive about each player.

By increasing students' awareness of their strengths and potential interests, *Prelude* (www.heliotrope.ca) can better prepare them for decisions about Secondary Cycle Two paths, math sequences and optional courses.

RESOURCE CENTRAL

The Real Game goes online

by Sandra Salesas



The National Life/Work Center has created an online version of *the Real Game* aimed at students in Secondary Cycle One and those starting to explore different career sectors.

The website will be fully interactive for students by the fall of 2008.

A two-year site license costs \$295 plus tax (single access—up to four classes, maximum 60 students per class, concurrently.) You'll find more information at www.realgameonline.ca

Interested in *Prelude* training?

In 2008-2009, the GOAL Networking Committee would like to offer more in-service sessions in using *Prelude* as a GOAL-oriented tool. If you are interested in taking this training, please let your GOAL consultant know.

Need more copies of the GOAL Post?

Contact **Doris Kerec** at LEARN.
Telephone : 1-888-622-2212
or e-mail < dkerec@learnquebec.ca >.

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