

the GOAL post

Moving GOAL into the classroom

The GOAL website has had a makeover and new Learning and Evaluation Situations are in the works. Providing educators with practical, GOAL-driven tools they can use in the classroom is the GOAL Network's priority.

A number of high school principals have asked for tools that will help students and their teachers use the guidance-oriented approach to make pivotal choices about Secondary Cycle Two paths and math sequences.

In response, the GOAL Network—with the **Société GRICS' Banque d'instruments de mesure (BIM)** and teachers from **Queen of Angels Academy** and **Lester B. Pearson High School**—is developing two **learning and evaluation situations (LES)**. LES #1 will include a number of self-exploration activities aimed at identifying personality traits, skills and learning styles. One such activity will be inspired by Robert Frost's poem, "The Road Not Taken." LES #2 will engage students in exploring how math is used in different careers. Both of these tools will be posted on the LEARN and GRICS websites by the end of this school year.

Growing list of GOAL resources

Our own GOAL website has just been redesigned to make it more accessible to teachers and consultants. Newly organized sections such as *Curriculum Links*, *Best Practices*, and *MELS and Related Resources* will help you implement GOAL activities. A new section, *School Boards' GOAL Roadmap*, will allow boards to share information on initiatives.

In addition, new evaluation tools are making their way into the hands of POP and Explo teachers, thanks to the POP/Explo Development Team (see p. 2).



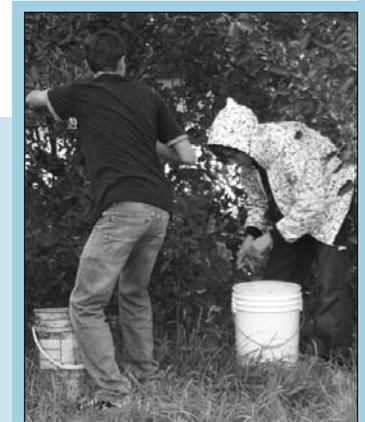
Photo: Lester B. Pearson School Board

Career fairs are popular events that get students thinking about their futures. Your GOAL representative can suggest additional ways to connect in-class learning with real-life experience.

In this issue, you'll also read how GOAL can be applied to the Work-Oriented Training Path with encouraging results. Last but not never least, your GOAL Network representatives (p. 4) are a continuing source of ideas and inspiration.

Sandra Salesas

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



Learning for life

These students are making direct links between their class work and the world beyond—and their core-subject success rate is rising. See p. 3.

Parents walk a fine line in career discovery process



Janet Perlis leads a workshop for Herzliah parents.

To help parents at **Herzliah Snowdon High School** avoid what Montross calls "the trap of too little or too much involvement," career counsellor **Janet Perlis** presented a workshop entitled "Guiding your Teen's Career Discovery."

Using terminology contained in Montross' book, she suggested four meaningful parental roles that coincide with each progressive stage of a child's exploration process.

(Continued on page 4)

I N S I D E

- Bank tour puts a human face on essential skills
- Access these new evaluation tools for POP and Explo teachers

P L U S

- Who's who in the GOAL Network



Making Dreams Come True

Check the GOAL website for regular updates:

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

Bank tour puts a human face on essential skills

by Peter Aswad

As an individual working in the financial sector, I decided to take part in the annual *Take our Kids to Work™* day to help students become more aware of the essential skills needed for work, learning and life. To give them a broader picture of potential careers in banking, I showed them my own back office environment where there is no face-to-face contact with clients, as well as a nearby branch where employees constantly interact with clients.



Peter Aswad discusses some of the essential skills needed in a workplace environment.

In the back office, the students saw where loans get approved and got a sense of the strict procedures involved. They also learned how client files are organized, how cheques get printed, and how important it is to give good service to customers over the phone. At the branch, they were intrigued by the vault which, unlike in the movies, wasn't full of cash! They also observed a financial advisor interacting with clients.

"This is really how it is!"

At the end of the day, when we talked about teamwork being an essential

skill, the students could draw on their experience of actual bank employees interacting and working together. My visitors were also impressed by the level of trust and security at the bank and the measures implemented to protect private client information.

Giving back by getting involved

When **Peter Aswad** read about the *Take our Kids to Work™* program on his company's intranet, it struck a chord. "I remember being in grade 9, just wanting to have fun and not thinking too much about what you want to do later on," says the 27-year-old financial services manager, who at the time was with the BMO Bank of Montreal, but has since moved to the National Bank. So on November 5, 2008, he drove the 25 kilometres from his Laval home to the **Kahnawake Survival School** on the south shore of Montreal to meet the three Secondary III students who would be spending the day with him at his downtown office. This is his description of the day.

For my part, I was pleasantly surprised by the level of maturity and attentiveness the students displayed. I'm sure it wasn't the first time they heard the message to work hard and get good grades, and at the same time, have fun, play sports and maybe do some volunteer work. But this time they were hearing it from someone outside their home or school. A banker was telling them, "This is really how it is."

It turned out that they had already done some community work and one plays hockey—experiences that will give them a greater sense of teamwork and involvement as they reach the workforce.

They went back to their school with a broader picture of some career paths available to them. No matter which path they choose, they have seen for themselves some of the skills required in a work environment.



Take our Kids to Work™ is an initiative of The Learning Partnership. For information on how to participate, visit www.takeourkidstowork.ca



Evaluation tools simplify a complex process

by Lori Rabinovitch, POP/EXPLO Development Team

New tools that address the evaluation *for* and *of* learning are now available online for POP and EXPLO teachers.

The Personal Orientation Project (POP) and Exploration of Vocational Training (EXPLO) support the guidance-oriented approach by encouraging curiosity and open-mindedness about a wide range of work and learning possibilities.

But the individualized approach these courses take makes evaluating the competency development of a class of 20 or more students, all at different stages of a personal or career exploration, particularly complex. Teachers must not only assess what individual students are learning, but also the attitudes, resources and strategies they bring to their learning. In addition to providing an indication of competency development for the report card, evaluation becomes a way of giving ongoing feedback to students that will help them advance their learning.

Throughout 2008-2009, our Development Team (**Cheryl Pratt**, **Stephanie Vucko** and me)—guided by our English-sector provincial network—will be focused on how we can assist teachers to meet this challenge. So far we have presented two workshops (at the QPAT conference in November and a MELS offer-of-service

in December), during which participants explored, and were very receptive to, new evaluation tools.

Among these are competency development tables that provide a global view of student competency development over the course of a



Some 30 teachers and educational consultants attended each of the two fall workshops. An additional

At Howard S. Billings, they're learning for life

by Kevin Gundry-White, Technical Education Coordinator, H.S. Billings

They've picked apples, cleaned barns and tuned up snow blowers. The 41 students in the Work-Oriented Training Path at Howard S. Billings Regional High School in Chateaugay are learning there are many different models for success.

We launched the Work-Oriented Training Path (WOTP) this past fall with a one-year program that introduces students to a series of semi-skilled trades available in our area. As educators, we want to spark the interest of youth who have been falling through the educational cracks by exposing them to as many opportunities for success as possible.

We call our program **T.R.A.D.E.S.** (Teaching Rewarding And Diversified Educational Situations). One day in our nine-day cycle is reserved for activities that let students experience and evaluate the trade being covered. Furthermore, our three teachers work as a team, coordinating their lessons and directly relating the core subjects of math, English and French to each trade. Students who are 16 and older undertake four workplace "stages" for a total of 11 weeks.

Cultivating awareness

After beginning the year with Sean Covey's *Seven Habits of Highly Effective Teens*, we jumped into a study of agriculture. Our first hands-on project was to build and donate several ladders to a local enterprise, MacMillan Orchards. The students then spent an entire day there as volunteer apple pickers. A follow-up apple-pie bake sale at school taught them still more about the orchard's products and what's involved in living off the land. We completed the module with a visit to the MacDonald College Farm in Sainte-Anne-de-Bellevue where our students trimmed brush, cleaned stalls and prepared calf hutches.



A study of the local agricultural industry began with a day spent as volunteer apple pickers.

"We're preparing our students for the world outside the classroom by making learning relevant inside the classroom."

- Tom Muirhead, GOAL coordinator

As the timing of the first "stage" approached, we spent two weeks studying first aid, since many trades involve some form of danger. This culminated in a two-day intensive training that gave the students their Red Cross and CSST certification—and a job-market advantage.

Curriculum tied to life experience

When the temperatures dropped, we moved on to small-engine cold-weather preparation and repair. Just before we were hit by the season's first big storm, I asked students to bring in their families' snow blowers and give them a full winter tune-up. Talk about happy parents and proud students!

At HSB, we're shaping the curriculum to our students, rather than the other way around. With more such activities in the works, our aim is to mold individuals who will be productive in every area of their lives.

Higher core-subject success rates

Students in the WOTP must be at least 15 years of age and have yet to master the competencies for Secondary Cycle One math, English and French. By concentrating on math problems and English and French vocabulary specific to each trade, we're noticing a higher success rate in all of the above classes. We think this is due mostly to the relevance of the subject matter to real life. KG-W

Career Development ...is taking off!

- With a large percentage of English-speaking Secondary III students across the province enrolled in POP, this first program in the Career Development subject area has now been fully implemented.

- The second program, EXPLO, was field tested last year and is being offered this year by several English-language high schools in six different boards.

You'll find the new evaluation tools online at http://www.learnquebec.ca/en/content/curriculum/career_dev/pop/2_workshops.html

Need more copies of the GOAL Post?

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



At MacDonald College, the students experienced the realities of operating a farm.

year; graphic organizers intended for students who need extra support in a given area; sample learning and evaluation situations; and sample reflection questions.

Many of these tools are formalized versions of best practices that teachers have been using for years.



two-day workshop is planned for this coming spring.

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Parents walk a fine line in career discovery process (Continued from page 1)

- **“Clarifiers”** help their youngsters to define their personality, skills, interests, and values; they point out hobbies and everyday situations that show where a child’s natural aptitudes lie.
- **“Connecters”** encourage them to identify and explore different options. They may bring their kids to work, put them in touch with others who can answer their questions or help them prepare for a career fair.
- **“Challengers”** encourage their offspring to develop a realistic plan for serious exploration, e.g. if they want to be a vet, what training will they need, where can they get it and how will they finance it?
- **“Motivators”** support their teens as they begin to follow through on their plan; they help them over hurdles—remembering, too, that at this stage, nothing is etched in stone.

“Parents may think they must have all the answers or, conversely, that they must always take a backseat and let their child be the driver,” says Janet. “In reality, they need to assume a variety of roles, depending on their child’s level of maturity. Sometimes he needs you to listen, sometimes she wants advice, and sometimes they want you out of the car altogether. And not unlike when they were learning to walk, sometimes you just have to watch them fall and pick themselves up.”

Want to know more? See the GOAL website for a copy of Janet’s presentation to parents. You can reach her directly at (514) 342-0000, ext. 3324 or email janet.perlis@ometz.ca

Who’s who in the GOAL Network?

They work within their boards and organizations to promote the guidance-oriented approach to learning. Each issue of the *GOAL Post* will feature different members of the network.



Ingrid Hove Gust
Sir Wilfrid Laurier School Board
Educational Consultant

As an undergraduate in her native Saskatchewan, Ingrid envisioned herself becoming a clinical psychologist helping individuals deal with personal and mental-health issues. “My interest in the career development field grew over time as I observed how work has such an impact on our self-esteem and our perspective of the world,” she says. That insight set her own career in a new direction and she emerged from her M. Ed. program at McGill as a committed career counsellor.

Ingrid has been active in the GOAL Network since its creation in 2003. “Whether we think it desirable or not, society is requiring students to make choices at a younger and younger age. Through GOAL, we can help them begin to identify their unique interests and understand the kinds of contributions they can make to society through their career choices. It’s really wonderful to see students discover an interest or passion that gives new relevance to their studies.”



Janet Perlis
GOAL Coordinator
Association of Jewish Day Schools

Janet is a career counsellor at **Agence Ometz**, a social-services agency rooted in Montreal’s Jewish community. Part of its complementary services team, she is also the GOAL representative for the Association of Jewish Day Schools.

“My mandate this year is to foster GOAL projects with four pilot schools,” she says. After teams from these schools participated in an entrepreneurial challenge organized for National Entrepreneurship Day, Janet added a GOAL component by getting students to discuss what they had learned about entrepreneurship and the skills it required. She is also helping school Environmental Clubs connect with industry representatives who can facilitate hands-on learning and explain employment possibilities.

“I’ve worked with teens and adults who have no concept of who they are,” says Janet. “And who hasn’t heard children ask, ‘What’s the point of studying this?’ Through GOAL, students start early to make connections between their personality, skills and studies and are able to create a roadmap for a satisfying future.”

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

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