

the GOAL post

Building the GOAL momentum

Teamwork and the efforts of the educational community have created an upsurge in GOAL initiatives this past year.

More than 230 delegates registered for the recent symposium **Forum for Success 2005: Success is the GOAL**, co-hosted by the Ministère de l'Éducation, du Loisir et du Sport and the GOAL Networking Committee. That's almost twice last year's registration. Through their evaluation forms, delegates showed that they value the Guidance-Oriented Approach to Learning. "I learned more today than at any workshop I have ever been to," said one. "I found that (the GOAL component of) reform can open doors to many interesting ways of learning," said another.

INSIDE

- 2 "Weather Whys" has real-life answers
- 2 A "dynamite" lesson in small business
- 3 Fuelling young minds with vehicle design
- 3 Symposium report
- 4 What participants said

PLUS

- 4 Resource Central
- 4 Your GOAL Networking Committee



*Making Dreams
Come True*

www.qesnrecit.qc.ca/goal



Front (l to r): Patty Arnold, Normand Touchette, Cheryl Pratt, Tom Conti, Lizette Gilday. Top: Kelly Butler, Lise Anderson, Marsha Gouett, Barbara Goode, Suzanne Dery, Ingrid Hove Gust. Missing: Sandra Hughes, Sandra Salesas, Malcolm MacPhee, Jacques Beaudet. (Photo: Jim Hendry)

There are other signs, too, that GOAL is gaining ground.

- New school teams promoting GOAL have been created and existing teams have expanded.
- GOAL curricula are being developed and shared.
- Participation in the Québec Entrepreneurship Contest is on the rise. This year the English sector submitted 721 projects, compared with 608 in 2003-2004.
- More schools are involving their community partners in classroom learning.
- Demand for GOAL information and support is growing.

We're excited about this success our educational community is experiencing.

Phil Jarvis of the National Life/Work Centre and the symposium's keynote speaker inspired us to continue. He acknowledged that GOAL requires effort and commitment from everyone working with the students. He also congratulated us on our GOAL model that uses career exploration to help students apply what they are learning.

Read on to see how GOAL is building momentum in a variety of classroom settings. May these initiatives encourage you and your students to learn, explore and dream.

Your GOAL Networking Committee

Career Choice to Career Management: Shifting Paradigms

"Helping students become intentional career managers is primarily a learning challenge, not a counselling challenge—and it's everyone's job," **Phil Jarvis** told symposium delegates. To learn more about the ideas of this internationally recognized leader in career development, download his presentation from the GOAL Web site: www.qesnrecit.qc.ca/goal



Phil Jarvis

Québec 

GOAL-inspired cross-curricular projects connect learning with real-world topics that are exciting and timely for students.

Whatever the weather, “Weather Whys” has the answers

by Kelly Butler

Who wouldn’t like to avoid having it rain on their picnic? What could affect children more than what’s happening in their own environment?

Real-world problem-based learning is as important for elementary school students as it is for those in middle school and high school. With that in mind, **Western Québec School Board** teachers, **Pamela Griffiths** and **Eugene Contreras**, and consultants, **Pat McQuatty**, **Lisa Diner** and myself, set out to develop “Weather Whys,” a cross-curricular work unit for students in Elementary Cycle Three. The six-week unit includes two different weather-related projects that so far have been used with some 90 students from three schools, and have involved many parents and community members.

Science, math and weather forecasting

In the first project, which incorporates both math and science, students became meteorologists and weather forecasters. Using weather instruments they made themselves, they collected and recorded data over a

period of time at school and at home. Based on their findings, they learned to make predictions about precipitation, temperature, wind speed and wind direction. They also learned to graph their findings and interpret the results.

Extreme weather alert

A second project had students create a Public Service Announcement (PSA) related to an extreme weather condition of their choice. Using information and communications technologies and English-language arts, they worked in teams to gather information about extreme weather around the world. They also explored how

people in different occupations – producers/directors/actors, camera operators/broadcast technicians, computer specialists, storyboard designers, meteorologists and meteorological technicians – all get involved in preparing a PSA. Each team had to describe their project to the class before presenting their completed PSA on video.

Realistic context

Through the “Weather Whys” unit, students learned basic skills in a realistic context that connected learning with everyday life and the world of work. I am certain that the students will remember the information they researched themselves far longer than they would have had it simply been presented to them in a textbook or classroom lecture.



Weather was big news for these young students, who drew on their math, science, ICT and language skills for some real-life learning.

An explosion of fun and learning

by Patricia Arnold

What began as a fundraiser quickly became a “dynamite” lesson in small business and real life.

At **Harold Napper School** in Brossard, a class of Elementary Cycle Three students decided to create and sell loot bags for birthday parties to raise funds for a school trip. But this student-led venture evolved into so much more, say teachers **Evangelia Arvanitis** and **Véronique Fortin**.

Students developed their ability to gather information, problem solve and adopt effective work methods. Their self-awareness grew as they went through interviews

to explain how they could contribute to specific committees. They brainstormed to come up with their *Dyna-Loot* logo and “explosion of fun” slogan. They worked as a team to put together the loot bags and market them to the rest of the school. Finally, they used their math to keep track of finances.



The *Dyna-Loot* creators won local recognition from the Riverside School Board in the 2005 Québec Entrepreneurship Contest.

Fuelling young minds

by Ingrid Hove Gust



“The Laurier Challenge” turned classrooms of students into teams of vehicle designers.

Science consultant, **Barry Hannah**, and mathematics consultant, **Frank DeLuca**, launched an innovative competition this spring for Elementary Cycle Three and Secondary Cycle One students of the **Sir-Wilfrid-Laurier School Board**. To encourage exploration of real-world challenges in math, science and technological design, “The Laurier Challenge” tasked teams of students to design, build and test a scale model of a fuel-efficient vehicle.

The vehicle was to be as light as possible, yet able to carry a brick over a three-metre distance in a straight line down a ramp inclined at 20 degrees. In addition, the design teams had to create a promotional display for their vehicle, along with a presentation and report documenting their creative and scientific process.

The winning team from **St. Paul Elementary School** was awarded \$500 for their school to promote science and math initiatives. They gained possession of the Laurier Challenge Trophy for a year and each member received a gold medal.

Marc Bourret, Director of Projects at Bell Helicopter Textron Canada, helped to judge the competition. “These kids are having fun with math, science and technology, working together as a team, constantly thinking, testing and readjusting their product while keeping the end goal in sight,” he notes. “This is great training for the future.”

Symposium gets educators talking about GOAL

by Eve Krakow

On April 29, school and school board teams from the English-speaking sector came together in Dorval for *Forum for Success 2005: Success is the GOAL*.

This provincial symposium was designed to give participants a better understanding of GOAL and how it can be integrated into the classroom. The symposium opened with a panel of students discussing how activities such as job shadowing helped them choose their career paths. A keynote presentation by Phil Jarvis of the National Life/Work Centre focused on today’s changing world of work. Some 20 workshops and round tables followed, featuring projects from different schools, as well as tools for implementing GOAL.



John Killingbeck (LBPSB) and Carolyn Sturge-Sparkes (EMSB).

The Study’s multi-disciplinary Montréal

At one round table, participants learned about a Secondary I unit at **The Study** that involved all subjects, was rooted in the curriculum and gave students a chance to explore a multitude of careers. The teachers worked together to plan learning situations around the theme of “Montréal.”

In mathematics, students analyzed Montréal tourism statistics and drew on their notions of perimeter, area and ratios to design a hotel. In English, they read and met with Montréal poets, before writing their own poetry. In science, they studied the geology of Mount Royal.

A motivational day had students board a tram and visit lesser-known Montréal sights.

Lise Anderson, academic advisor and GOAL Networking Committee member, helped integrate the GOAL component. She asked students to list the more than 50 careers they encountered – from the bus driver to the designers and technicians who put together the multi-media show at the Pointe-à-Callière museum. They also discussed the careers related to their various projects.

Next year, the school wants to take the GOAL component further, getting professionals in the community to work more directly with students. “This kind of reality-based learning makes things come alive for students,” says **Claude Picard**, Director of Academics.



Eastern Shores School Board delegates Cheryl Kouri (left), Jo-Anne Guimond and Pat Drohan.

More photos on the GOAL Web site

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Differentiating Writing Across the Curriculum (DWAC)

by Cheryl Pratt

This new classroom resource, developed by The Learning Materials Centre (LMC), can easily be linked to cross-curricular competencies and GOAL.

Applicable to every subject area, DWAC is designed for Elementary Cycle Two and Cycle Three students, but may also be appropriate for Secondary Cycle One. The kit covers 10 different genres of writing, such as letters, articles, mystery, fantasy, autobiography, etc. By being exposed to different genres, students can select the ones that best allow them to express themselves while meeting the requirements of the QEP.

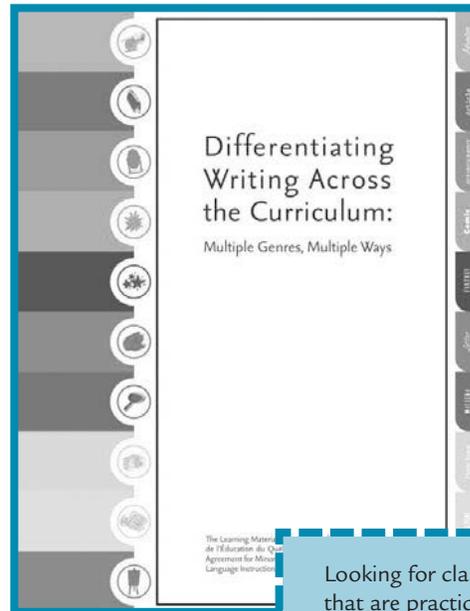
Material on each genre comes in its own box with corresponding colour, icon and font. Suggestions on how to use these materials in all subject areas are provided. A comprehensive **teacher booklet** covering all 10 genres is also included.

This booklet offers ideas for linking DWAC to the QEP's cross-curricular competencies and broad areas of learning.

With a little innovation and the support of community partners, you can further enhance the GOAL component. For example, classroom teachers could ask their students to write about a theme that relates to the world of work, such as "Who grows my food and how does it get to the store?" The choice of writing genre, however, would be left to the students. Such an exercise would not only help students to find a "voice" that fits their per-

sonality, it would also allow them to explore different careers in their community, and in the process, learn more about themselves and their interests.

For more information on DWAC, contact **The Learning Materials Centre** at (514) 685-6777 or visit its Web site at www.eerflmc.qc.ca



Looking for classroom materials that are practical, engaging and linked to **cross-curricular competencies and the broad areas of learning**? The LMC provides a selection of quality products for the English-speaking sector.

What symposium participants said...

"A very clear picture of what GOAL is and how we can plan projects using GOAL as our 'umbrella.' Not more work – just as a way of thinking."

"Our board came as a team, with the Director General, Director of Educational Services, administration, teachers, guidance counsellors. Encourage others to do the same..."

"Should have been at least two days because of the number of presentations and amount of information."

The GOAL Post Summer 2005 Vol. 1 No. 3 72-0127-03A

The GOAL Post is published three times a year by the GOAL Networking Committee, in collaboration with the MELS' Services à la communauté anglophone. It is available in print and online. www.qesnrecit.qc.ca/goal
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