

the GOAL post

Taking learning outside the box

It is an honour for me to take on the GOAL dossier and to welcome you to Year Two of *The GOAL Post*. Special thanks to my predecessor, Cheryl Pratt, who is now using her GOAL expertise to coordinate the introduction of the Personal Orientation Project. (See below.) Cheryl is a great coach and continues to be an active member of our GOAL Networking Committee.

My own interest in GOAL runs deep. I began my career 15 years ago as a high school guidance counsellor, before becoming the youth sector Co-operative Education Coordinator for the then Protestant School Board of Greater Montréal. From the creation of linguistic boards until now, I have been the GOAL coordinator for Commission scolaire Marguerite-Bourgeoys. In this capacity, I organized GOAL committees at the elementary and secondary levels, developed GOAL materials and animated workshops.

The Guidance-Oriented Approach to Learning adds a rich, hands-on dimension to student learning by linking what takes place in the classroom with the larger community and the student's own process of self-discovery and career exploration. It takes learning outside the box, and helps students make the real-life connections that give meaning to their school work. By encouraging cooperation between teaching and non-teaching staff, and by directly involving parents, employers and other members of the community, GOAL becomes an integral part of the school's pedagogical culture.

Drummondville Elementary and Rosemount High School

are two of many Québec schools that are using GOAL to get students excited about learning. Read on to find out why!

Sandra Salesas
Provincial Coordinator, GOAL



Sandra Salesas (left) and Cheryl Pratt

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Personal Orientation Project is linked to GOAL

by Cheryl Pratt

The Personal Orientation Project (POP) is a new course that will be offered in September 2007 at the Secondary Cycle Two level in both the Applied General Education and General Education paths.

Students in POP undertake a process of career exploration and reflection to discover various fields that correspond to their individual aptitudes, interests and aspirations. Under the guidance of their POP teacher, they drive their own learning process, during which they may enlist the support of guidance counsellors, family members, professionals working in their sectors of interest and so on. Students may also participate in different activities such as job shadowing, career fairs and industry visits. A ministerial Web site, currently being developed, will be another resource for POP students.

The point is not to have students choose a definitive career path. What they should take away is a better sense of their fields of interest, as well as sharpened exploration and reflection skills that they can use throughout their lives.

The POP *does not replace* GOAL. In fact, having GOAL in place will greatly contribute to the success of the POP. By helping students construct their identities and develop their knowledge of the world of work, GOAL activities prepare students for the POP. Furthermore, students who have completed the POP will again need GOAL as their new experiences encourage them to make their educational and career plans.

GOAL IN ACTION

Entrepreneurial projects add relevance to learning. Through them, students develop cross-curricular competencies and apply subject-specific knowledge (e.g. economics, citizenship, language arts, math). They also explore a variety of business roles, from finance and human resources to production and marketing.

The Apprentice - Rosemount High School-style

by Marsha Gouett

Imagine a group of students organizing small businesses within their school and donating over \$1,800 in profits to various charities.

That is exactly what 105 Secondary V students from **Rosemount High School** in the English Montréal School Board did last year. Their project, entitled *Business Creation and Management: The Apprentice*, was awarded first prize in the Secondary Individual and Small Group category at the Montréal regional level of the 2004-2005 Québec Entrepreneurship Contest.

"From a curriculum point of view, the main goal was to have students experience what they were learning about in economics," says teacher **Anthony Scozzari**. "Some set up sole proprietorships, while others organized themselves as co-ops, and still others as corporations. Fellow teacher, **Paul Paterno**, and I told the students, 'Sometimes you work on your own and have to take on all the responsibility, but you can make decisions right away. In other situations, you work with others and have more resources, but you also have to negotiate to get things done.' That's the reality of business."



EMSB representative Luc Harvey (far left) and teacher Anthony Scozzari with then Secondary V students Alicia Di Stefano (far right) and Resi Raes at the QEC gala held last May at Montréal's City Hall.

Student businesses took on many forms. "One group organized a sporting event in the school gym and charged admission. Another sold healthy snacks. There was even a pie-throwing enterprise!" notes Anthony. By donating their profits to charity, students also learned that for many companies, giving back to the community is one more part of doing business.

Serious about "the business of learning"

by Suzanne Dery

Drummondville Elementary teacher Steve Rutherford created the "Rutherford Conglomerate" to motivate his students to work cooperatively to improve their presentation skills. The concept is popular with both students and parents.

Using a business model, this Cycle 3 Elementary teacher divided his class into seven "companies" – each with a president, vice-president, writing editor and one general "employee." Each week, the companies are responsible for producing a PowerPoint presentation on an assigned topic related to what they are learning in class. Companies earn points based on the quality of their presentation.

Company presidents also meet regularly with CEO Rutherford to discuss issues such as classroom cleanliness. Writing editors have separate meetings focused on editing strategies. "We may say, 'OK, this week, let's concentrate on getting plurals right,'" says Steve.

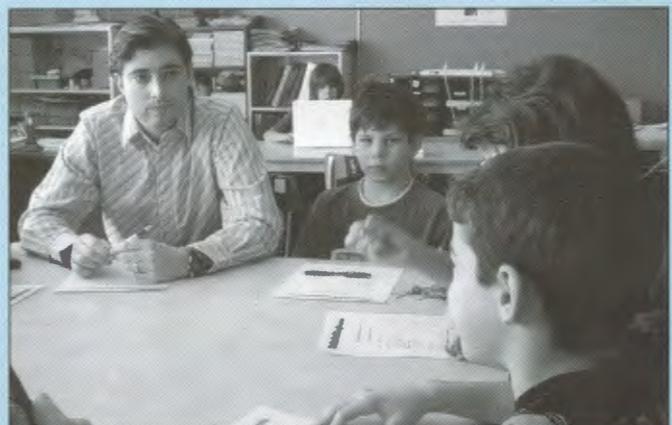
The CEO gives additional points for homework, tidiness and other areas of classroom life. The companies can lose points for homework not done! A weekly points tally determines how classroom jobs are divied up—with the most sought-after tasks going to the highest-ranking company. At the end of the year, the top company is awarded the "Rutherford Cup."

The Rutherford Conglomerate is producing results. "Each time they present, the students get a lot better," says Steve. "There is real cooperation going on because the kids see they have a personal interest in helping each other."

Parents, too, have taken to this "business of learning." Explains Steve:

"Drummondville is a factory town. It also has a lot of small- and medium-size businesses with international dealings. A lot of these kids could end up in positions where they have to manage people and present their points of view. Parents see the connection with their own work."

Want to know more? Visit the Drummondville Elementary page at www.etsb.qc.ca.



The Rutherford Conglomerate was a regional finalist in the 2004-2005 Québec Entrepreneurship Contest. Here company presidents meet with CEO Mr. Rutherford.

Collaborating for the benefit of work-study students

by Cheryl Pratt



At the Lester-B.-Pearson School Board, teams of educators are getting together with community partners to learn more about career-planning resources available to their work-study students.

Thanks, in part, to a Professional Development and Innovation Grant, teams from 11 high schools, one vocational centre and an alternative program have gathered on several occasions to share ideas for applying GOAL in a work-study environment. The school/centre-based teams include administrators, guidance counsellors, teachers, work-study animators and technicians.

These sessions have allowed them to meet as a group with representatives from the Carrefour Jeunesse-Emploi Ouest de l'île and Human Resources and Skills Development Canada. The teams are committed to maintaining their network beyond the duration of the grant. They have created a *First Class Conference* to exchange information and documents electronically.

To order *The GOAL Post*

Starting with this issue, *The GOAL Post* is being published and distributed by the Learning Materials Division of LEARN (formerly the English Educational Resources Foundation). To order extra copies, contact **Doris Kerec** at 1-877-385-6777 (e-mail <dkerec@eerflmc.qc.ca>).

The GOAL Post is also available on the GOAL Web site.

Not limited to money-making ideas

Bring out the entrepreneur in your students!

by Marsha Gouett

The deadline to enter the 2005-2006 Québec Entrepreneurship Contest is March 20, 2006, at 4:00 p.m.

The eighth annual Québec Entrepreneurship Contest (*Concours Québécois de l'Entrepreneuriat*) is designed to promote and develop students' entrepreneurial skills and values. Eligible projects can include, but are not limited to, money-making ventures. They can also encompass other activities (educational, sports, co-operative, community-oriented, cultural, artistic, technological or scientific) that encourage such qualities as leadership, drive, creativity, innovation and the ability to plan, organize and make decisions.

As an incentive for schools to enter the contest, MELS offers financial assistance through the Introduction to Entrepreneurship Measure. This provides funding for each

participating student to a maximum of 15 students per project.

In addition to these grants, winning projects from individual school boards are submitted to the regional level to compete for cash prizes and the chance to advance to the provincial level of competition. Full contest details can be found at <www.concours-entrepreneur.org>. Consult the list of "Local and Regional Contest Representatives" to find your school board's representative.

Any young entrepreneur seeking business advice will find a useful resource in <www.youthbusiness.com>.

Mark your calendar *Forum for Success 2006: Success is the GOAL!*

April 6-7, 2006
Montréal

This two-day event, organized by the GOAL Networking Committee, will focus on how to tie GOAL projects to the Québec Education Program. Sectorial Council representatives will be on hand, as will several community agencies. The community presence adds a real-life perspective to GOAL activities that can also lead to positive community experiences for students and references for future employment.

Registration forms will be available in your school boards in February 2006. Stay tuned!

For more information, contact your GOAL Networking Committee rep or Sandra Salesas at 1-877-385-6777; e-mail <sandra.salesas@csmb.qc.ca>.

WEB SITE UPDATE www.qesnrecit.qc.ca/goal

Look for new material in these sections of the GOAL Web site:

- Best Practices
- Funding, Grants & Contests
- Curriculum Links
- Conferences

Can you guess the source of this quote?

"Counselling and vocational guidance must be conceived and recognized as an essential component of modern education . . . This should not therefore be marginal to the educational system; particularly in secondary school, it should take its place at the very core and centre of instruction, and constitute one of the daily concerns of the entire teaching personnel . . . This will entail the collaboration of all concerned: parents, teachers, counsellors and other specialists . . . All must be willing to work together and to consult and support each other . . ."

(Answer on p.4)

YOUR GOAL NETWORKING COMMITTEE

Contact us!

Association of Jewish Day Schools
Louise Shiller, Director of Student Services
lshiller@solomonschechter.ca

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

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

English Montréal School Board
Marsha Gouett, Languages Consultant
mgouett@emsb.qc.ca

&
Lizette Gilday, Guidance Counsellor, Adult Services
lgilday@emsb.qc.ca

Eastern Townships School Board
Suzanne Dery, Pedagogical Counsellor
derys@etsb.qc.ca

&
Roxanne Bureau, Pedagogical Counsellor
bureau@etsb.qc.ca

Eastern Shores School Board
Malcolm MacPhee, Career Orientation & Adult Education Coordinator
mmpcphee@globetrotter.net

Kativik School Board
Paul Khatchadourian, Director, Post-Secondary Student Services
paulk@kativik.qc.ca

Lester-B.-Pearson School Board
Ken Elliott, Assistant Director, Educational Services
kelliott@lbpsb.qc.ca

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

Ministère de l'Éducation, du Loisir et du Sport
Barbara Goode, Education Specialist, SCA-DPP
barbara.goode@mels.gouv.qc.ca

&
Cheryl Pratt, Provincial Coordinator for the Personal Orientation Project
cpratt@lbpsb.qc.ca

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

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

Québec Association of Independent Schools
Lise Anderson, Academic Advisor
landerson@thestudy.qc.ca

Riverside School Board
Patty Arnold, Educational Specialist - Career Education Development
parnold@rsb.qc.ca

Sir-Wilfrid-Laurier School Board
Ingrid Hove Gust, Guidance Counsellor responsible for GOAL
ihove@swlauriersb.qc.ca

Western Québec School Board
Kelly Butler, Career Education Consultant
kbutler@wqsb.qc.ca

RESOURCE CENTRAL

Applying project-based learning

by Sandra Salesas

The second edition of the Project Based Learning Handbook guides teachers through every phase of a project, from developing an idea to evaluating outcomes.

Published by the California-based Buck Institute for Education, this handbook walks you through the steps required to devise a project appropriate for your students. It also contains recent research on student learning, as well as teachers' experiences with project-based learning.

site at www.bie.org. A Project Planning Form is one of several sections of the handbook that can be downloaded free of charge. These implementation and assessment tools are very pertinent to GOAL activities.

For more information about the handbook's content, cost, etc., visit the Buck Institute's Web

For additional resources on project-based learning, see www.qesnrecit.qc.ca/reform/bestprac/pbl/index.php.

Managing the career portfolio

by Sandra Salesas

A career portfolio is a useful tool to help students record and reflect on their career planning progress.

A career portfolio is a mirror of a student's career exploration experiences. Overseen by a teacher or team of teachers, aided by the school guidance counsellor, the portfolio can be adapted for use over the

course of one semester or an entire high-school career.

The portfolio can take the shape of a folder, a binder, a DVD or a Web-based document using tools available at www.careercruising.com. It might include a student's evaluation of an on-site industry visit, his C.V., flyers she collected on careers in the aerospace

students can begin to put together an educational/training action plan that will guide them in their choice of courses, summer jobs, volunteer experiences, post-secondary programs, etc.

How can a career portfolio help your students? You'll find an in-depth article on the subject in the Curriculum Sharing section of the GOAL Web site.

industry; a list of pertinent Web sites; a group project on the influence of the media; lifeguard certification; academic awards; or a letter recognizing volunteer work performed at the local hospital.

The act of selecting material for their portfolio and reflecting on it helps students to become more aware of their interests. The portfolio also allows them to demonstrate their knowledge, skills and competencies. With this increased self-awareness,

Finally, the career portfolio permits students to do a global assessment of their cross-curricular competencies in relation to their academic and extra-curricular successes.

The career portfolio of a student in Secondary Cycle One will be very different from that of a final-year student. Some teachers may decide to evaluate students on the management of their portfolios, while others may focus on the importance of creating a personal action plan.

Source of Quote (Answer)

Even though this quote could easily refer to the Guidance-Oriented Approach to Learning, it was actually taken from Volume 3 of the 1966 Parent Report. Jacques Beaudet, formerly of the Groupe provincial de soutien pour une approche orientante à l'école and of the GOAL Networking Committee, explains: "While emphasis on GOAL and the school's 'mission to qualify' may seem to be of very recent origin, they are, in fact, a response that has developed over the past 40 years to the problem of the social and occupational integration of young people."



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