

the GOAL post

Don't miss it!

“How to achieve the best GOALS in your school”

**2011 GOAL Symposium
Tuesday, April 12, 2011**

**Sheraton Montréal Airport Hotel
(formerly the Wyndham)
Dorval, QC**

Discover how school teams from across the province are using GOAL strategies to give classroom learning real-life relevance.

Register online at
<http://learnquebec.ca/learnapps/goal/>

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*Making Dreams
Come True*

Student success depends on combined effort

By giving school real-life relevance, GOAL acts as a complement to other student retention strategies.

As another GOAL symposium rapidly approaches, I've been thinking back to last year's event when the GOAL Network first teamed up with our *New Approaches, New Solutions* (NANS) colleagues. NANS is based on the premise that the school, through carefully planned interventions, can counteract some of the social, cultural and economic conditions that plague students in disadvantaged areas.

Similar aims

Last year, we began to explore how GOAL and NANS strategies could work together to accomplish similar aims: mobilizing the entire school community to achieve higher retention and greater student success and qualification rates.

GOAL makes learning relevant to students by relating it directly to their real-life activities and career aspirations. Its strategies for bringing the community into the classroom can be readily embedded within NANS interventions, particularly within the context of NANS

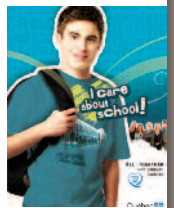
reinforcement measure #2: a **preventative** approach for all students in the school and a **more targeted** approach for students at greater risk of dropping out.

The 2011 symposium will continue the dialogue with our NANS partners. It will also bring together a whole range of educational teams—teachers, administrators, guidance counsellors, board-level directors, professionals and support staff—from both Educational and Complementary Services sectors. The *MELS' I care about schools!* action plan calls on all of us to forge links and to work together to get kids excited about staying in school. Our upcoming symposium offers an opportunity to do so.

Will you take up the challenge?

Sandra Salesas

Sandra Salesas
GOAL (Anglophone Sector), MELS



Getting creative about student learning

by Chris Colley, Career Development and Récit Consultant, ETSB

Kids who've experienced zero success in the past are suddenly excited about learning as the “Inventor's Workshop” takes off in elementary schools of the Eastern Townships School Board.

It started when ICT consultant **Dale Mackenzie** and I were looking for ways to integrate technology into our ETSB classrooms. “We said to ourselves, ‘Learning won't stick unless it's relevant. What if we give kids the time and space to explore who they are, tap into their creativity and experience the fun side of learning?’ ”

The two-day workshop gives students sufficient time to conceive and complete a project. These clay figures eventually starred in a short, animated production.

From feedback we're getting from teachers and students, the resulting “Inventor's Workshop” is accomplishing this and more. *(continued on page 3)*



"LES" trio guides students towards the best math and science fit

by Susan Oliver, Société GRICS-BIM

A new series of Learning and Evaluation Situations will help secondary students decide which academic pathways will get them where they want to go.

Preparing students to commit to the Mathematics and Science and Technology courses best suited to their learning style and career aspirations is no simple task. But help is at hand.

At the initiative of the GOAL Network, and in collaboration with GRICS-BIM, teams of teachers from both public and private schools have developed three Learning and Evaluation Situations to guide students in their choices. The teachers involved have come from the **English Montréal, Littoral, Eastern Townships and Lester B. Pearson School Boards**, as well as from **Queen of Angels Academy** in Dorval.

Step-by-step decision-making

The LES content described below reflects the key decisions students face as they advance through high school. Each LES can stand alone; though

ideally schools would have their students complete the entire series over a three-year period.

LES #1: "Who do I want to be?" (Secondary Cycle One, First Year) Students discover their personal characteristics, interests and abilities and then are asked to envision themselves 12 years into their future.

LES #2: "When will I ever use this?" (Secondary Cycle One, Second Year) Students

explore the use of technologies and scientific applications in the world of work and are then guided through the process of deciding between the General Education or Applied General Education paths and their corresponding Science and Technology courses.

LES #3: "Putting Math to Work" (Secondary Cycle Two, First Year) Students complete realistic work tasks associated with three different departments of a fictional small company. Each department's role is indicative of one of the three math pathways: Cultural, Social and Technical; Technical and Scientific; and Science. The experience helps students choose which math pathway they want to follow for their final two years of high school.

The entire series will be online at www.bimonline.qc.ca by the end of this school year. Watch the GOAL Web site for updates.

Susan Oliver will be giving a workshop on these three Learning and Evaluation Situations at the GOAL symposium in April.

Teachers needed for field tests

If you are a secondary teacher who would like to field test these LES with your students, call **Susan Oliver** (514-251-3700, ext. 3755) or email olivers@grics.qc.ca



Need more copies of the GOAL Post?

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

2011 GOAL symposium

What's in store for this year's participants

More than 15 workshops and roundtable sessions are planned as part of this annual day of learning and exploration.



The 2011 GOAL symposium will kick off with a **keynote address** by **Kathleen Gould Lundy**, the renowned Canadian educator, consultant and author of *Teaching Fairly in an Unfair World*.

Here's a small sampling of some of the other featured speakers and topics:

- ✓ **Reach Them, then Teach Them:** Find out what teachers at all levels can do to create a classroom culture that captures students' attention and imaginations in a session led by NANS consultant **Paulette Losier**. Or learn how **English Montréal** educators are using GOAL to reinforce NANS strategies.
- ✓ **Applying GOAL:** Discover how **Lester B. Pearson** teachers are using community partnerships to make learning relevant and create

GOAL-oriented classrooms. Or get the low-down on how one **Riverside** school launched a successful Entrepreneurial Fair.

- ✓ **Learners without Borders:** Hear from **SWLSB** teacher **Angela Kallianiotis** and her students how global citizenship came to life in their classroom and helped change the future of some Ugandan children.
- ✓ Learn how **NFSB** educators are putting the "work" in the **Work-Oriented Training Path** or take a hands-on session with **SWLSB's** WOTP teacher and author, **Lee Rother**, on applying a media literacy approach to cross-curricular learning.
- ✓ **Resources galore:** There will be something for everyone as symposium-goers are exposed to a full range of POP, Explo and Entrepreneurship resources, a career exploration lab for students, and a new Web-based educational video platform, plus more!



One moose robot ready to go! These young "inventors" from Sunnyside Elementary in Stanstead can't hide their enthusiasm for their project.

They're finding answers in the family tree

Discovering the talents and skills of their family members can help students better understand and validate their own strengths.

Shirley Picknell teaches Ethics and Religious Culture to Secondary I and V classes at St. Patrick's High School in Québec City. Over the years, she has often asked guidance counsellors to meet one-on-one with her senior students since, as she notes, "So many of them don't know what they want to do after graduation."

That got her and guidance counsellor, Sylvie Piché, brainstorming about how they might intervene earlier with younger students to prepare them for the choices ahead. And so this school year, the two educators have teamed up to insert GOAL activities into the curriculum at regular intervals. For instance, in the context of a unit on personal values, Shirley's Secondary I students have just created a family career tree. To do so, they interviewed parents, grandparents, aunts, uncles and other family members or friends about their education and career choices.

Students see how similar talents can find outlets in different careers.

Students were surprised to hear about one family member who had been a blacksmith. Some also came to realize that traits or skills can run in families. "They may know they enjoy working with their hands or sense they are creative," explains Shirley. "But discovering that their



Researching their family career tree allowed these St. Patrick's students to reflect on their own talents and interests.

grandmother was an artist, or making the connection that their father earns his living as a graphic designer suddenly validates their own strengths." They start to see how similar talents can find outlets in different careers.

In the coming weeks, Sylvie will talk to Shirley's class about how their family background has shaped them as individuals. "Later on," says Shirley, "we'll introduce them to different learning styles and ask them, 'What kind of learner are you?'" Ultimately, she believes that greater knowledge of who they are, where they come from and how they learn will help them decide where they need to go in their career as students.

Complicated? No! Systematic? Yes!

A guidance counsellor with the Central Québec School Board has a GOAL idea she'd like to share.

"What if we started systematically in the First Year of Secondary Cycle One and asked students to take five minutes now and then to record their thoughts on something they have learned," asks Sylvie Piché. "It could be a reflection on 'How I can use algebra,' or 'What I learned from that guest speaker' or 'What winning that award means to me.' It could start with one teacher and one course, but ideally we'd want to see it spread to other years and other subjects, right through to the Second Year of Secondary Cycle Two.

"It could start with one teacher and spread to other years and subjects."

"We would keep all those reflections in a binder that students would then review at the beginning of their final year in high school. They could see how they've evolved and what values, skills and interests have emerged as they have grown. It could help them put together their CV and find answers to the questions they now face: 'Do I want to go to college? Why? Embark on a particular career? Why?'"

Getting creative about student learning

(continued from page 1)

During this two-day session, Elementary Cycle Three students work in teams to plan, create and present a project, production or robot of their own invention that is personally meaningful and tied to the curriculum.

To do this, they are assigned to one of three stations: robotics, animation or *i-Life Suite's* film-making software. Students learn what makes a successful project and what steps are required to achieve the desired result. They also learn a new technology. And at various points, they reflect upon why they have chosen their specific project

and what they are achieving as individuals and as a class. (A pre-workshop session for teachers helps identify which aspects of the curriculum will provide a focus for their students' creations.)

"It's pretty magical what we've seen."

From a GOAL point of view, the projects are grounded in who the kids are and where they come from. One class produced a filmed guide to their community and its resources. Others have used film or animation to deal with the subject of bullying and the impacts of violence. Students from one community in which hunting is a big part of the culture created a hunter robot that stalked a moose robot.

A lot of problem solving is required and teachers are seeing their students become completely absorbed in learning. Discipline problems disappear and kids who have experienced zero success in the past are suddenly motivated and involved. It's pretty magical what we've seen so far.

Learn more about the "Inventor's Workshop"

Chris Colley and Dale Mackenzie will be sharing their experience with GOAL symposium participants in April. You can also learn more online at:

http://www.etsb.qc.ca/masseyvanier/InventorWorkshop_Series/Welcome.html

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Live from the shop floor!

by Olga Llewellyn, Explo teacher, Heritage Regional High School

Explo students at HRHS in Saint-Hubert left the classroom and the virtual world of the computer lab for three days on the shop floor.

In this case, the shop floor was the Science and Technology lab where technicians **Patrick Quinlan** and **Scott Benton** showed the students materials, equipment and techniques basic to various trades, especially those in the Woodworking and Furniture Making sector. The goal was to have each of the 20 students create a pizza-cutter out of salvaged scrap wood.



A Heritage student gets practical experience using a circular saw.

The students first learned how to draw the design to scale. Next came the actual sawing, drilling, sanding and finishing. Before being allowed near the potentially dangerous circular saw, drill press, band saw and sander, students got a crash course in the rules of safe conduct. Safety glasses and pulled-back hair were a must. Some jumped in fearlessly; others were a little cautious. But all left with practical experience—and their own beautifully shaped wooden pizza-cutter.



Et voilà: the finished pizza-cutters!

Based on a report that first appeared in the January 2011 issue of the e-newsletter, **Career Development Info**:
http://www.learnquebec.ca/export/sites/learn/en/content/curriculum/career_dev/shared_documents/CDI_2011_1_10.pdf

Who's who in the GOAL Network

Each issue of the GOAL Post features different members of the Network.



Kelly Butler
GOAL and Career Development
Consultant
Western Québec School Board

I have always believed that travel and real-world experience broaden our horizons and give us a greater sense of perspective. This

has surely been true in my own life. With a Post Graduate Certificate in Education, I began my career teaching physical education at an all-girls school in my native U.K. I then spent two years travelling and working in Australia, New Zealand, the Canary Islands and the U.S. At one point, I worked as a fitness consultant/aerobics instructor for an international fitness company; at another I was a coach at Major League Soccer camps for kids. Eventually, I followed my Canadian future-husband to Chelsea, Québec.

My passion for extending education beyond the classroom made me a good fit when the Western Québec School Board was recruiting a GOAL consultant in 2002. Reality, in my opinion, is the best and fastest teacher. Travelling gave me a far greater appreciation of other cultures than any textbook could. And my networking skills quickly developed when I had to find a place to stay in a strange city.

“ Reality is the best and fastest teacher. ”

We don't have to venture so far to give learning the real-world context kids crave. We can invite people from different walks of life into our classrooms to talk about their careers. We can take students to a nearby park to interact with nature first-hand. We can even use physical education equipment (boxes, beams, mats) to simulate the workings of the heart and lungs. GOAL activities make learning exciting because they also make it real.

The GOAL Post is also available in PDF format on the GOAL Web site at www.learnquebec.ca/en/content/mels/goal

The GOAL Post Winter 2011 Vol. 7 No. 2

The GOAL Post is published three times a year by the GOAL Network, in collaboration with MELS' Secteur des services à la communauté anglophone et aux affaires autochtones, Direction des politiques et des projets.* It is printed and distributed by LEARN. Editing and production coordination: Laurene Bennett, Communications Arpeggia <arpeggia@sympatico.ca> Graphic design and online coordination: Sylvie Desrochers, Conception graphique Babill-Art <babillart@videotron.ca>

*With financial contributions from the Canada-Québec Agreement for Minority-Language Education and Second-Language Instruction.