

the GOAL post

Elementary Cycle Three instills habits for a lifetime

This year, the GOAL Network is creating a bank of practical strategies and tools for implementing GOAL in Elementary Cycle Three.

Elementary Cycle Three marks the point at which students start to focus on the transition to high school and the many experiences and decisions

essential skills. They then used this information and an online tool to identify their personal strengths and how these may—or may not—relate to their dream careers.

skills assessment exercises. The Sir Wilfrid Laurier School Board finds that its students benefit from short DVDs produced by *The Futures Channel* (see p. 2) that portray some of the quirkier ways that math and science are used in actual job situations. Some Riverside School Board high schools hold late-summer orientation days for their incoming grade 7 students to demystify the transition to high school before classes resume.

Tell us about your best GOAL practices

Use the new QEP-based activity template on the GOAL website to add your initiatives to the bank of strategies we'll be sharing with the entire Anglophone sector. For more information, contact sandra.salesas@mels.gouv.qc.ca

that transition entails. It's a key time for GOAL activities. The more this age group discovers about themselves and their future aspirations, the better prepared they'll be to grow in their job as students.

This fall, grade 5 students at New Frontiers School Board's Gault Institute learned about

Students interviewing students

Gault's grade 6 students took another tack. They interviewed grade 7 students at Chateauguay Valley Regional High School to find out what surprised them most about the transition to high school and how it has affected their study habits. A follow-up, half-day Career Carousel planned for the new year will enable the entire Cycle Three to meet with adults in a variety of careers in which the students have shown interest.

Elementary schools at Lester B. Pearson School Board routinely participate in career fairs and

How about your school? What works for you? We'd love to hear.

Sandra Salesas

Sandra Salesas
GOAL (Anglophone Sector), MELS

Wave if you stand against bullying!

by Patty Arnold, Career Development Consultant, RSB

A grade 6 student from the Riverside School Board gave a new twist to GOAL when she rallied her own and four other school communities to denounce bullying.

The Guidance-Oriented Approach to Learning encourages schools to build community partnerships, since bringing the community into the classroom makes student learning more relevant and immediate. In an interesting twist to this approach, five Saint-Lambert schools brought their classrooms into the community to raise social awareness and take a stand against bullying.

On a November day, over 1 000 students, staff and parents lined up shoulder-to-shoulder along Green Street (home to three of the five schools) to stage a community "wave" as a symbolic pledge to oppose all acts of emotional, verbal or physical abuse against their peers. The event was the brainchild of Emilie Bortolussi-Courval, a 6th grader at St. Lambert

Elementary School, who recruited the help of her principal, Deborah Angelus, to get other schools involved. Fittingly, Emilie launched the wave that travelled a kilometre up and down the street, with a fire truck-escort acting as pace car.

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Students from five school communities join Emilie (far right) in a kilometre-long symbolic "wave."



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Making Dreams
Come True

Integrative Project program ties student learning together

by Lori Rabinovitch, MELS IP Team

GOAL activities are a good preparation for the Secondary V Integrative Project program. The more self-knowledge students have, the more likely they are to pick a project that will keep them motivated and on track.

As they advance along their academic and career paths, today's students will be increasingly expected to carry out projects from start to finish. The Integrative Project (IP) program exemplifies this. Whether it be building a backyard rink or organizing an information session on child trafficking for the entire student body, the IP program obliges students to integrate different elements of their learning into a project that they find personally meaningful. Like GOAL, it helps them to connect the dots. Students choose their own project and articulate how it ties together their classroom studies.

Fall 2011 implementation

This two-credit, 50-hour program is scheduled for full implementation in the fall of 2011. In preparation, 32 schools in the English sector are currently experimenting with it.

All the competencies students have developed become raw material for their project.

The IP program does not fall within a subject area nor is it associated with a particular broad area of learning. All subject-specific and cross-curricular competencies developed throughout a student's school career become raw material for the project. The broad areas of learning, with their focus on contemporary issues that often touch on ethical or values-based ques-

tions, add depth and real-world relevance to student projects.

Teacher resources

As a follow-up to three training sessions offered last year, the MELS presented an introductory training session in August and plans to offer a joint program/evaluation session during the winter semester. IP classrooms at **Marymount Academy (EMSB)** and **Laurentian Regional High School (SWLSB)** were filmed throughout the 2009-2010 school year resulting in ten English training videos. (To view this excellent series, register at <http://zoom.animare.org/zoom> and click on "Médiathèque." English videos are numbered from 5100 to 5111.)

An interactive, bilingual website (www.projetintegrateur.qc.ca) forms the core of the **IP community of practice**. Administrators, consultants, and teachers are invited to visit this site to share ideas, find resources, or keep up-to-date on program implementation.



These Marymount Academy students discuss their individual projects.

RESOURCE CENTRAL

Free online resource makes math and science "cool"

Its tag line is "Real Math, Real Science, Real Careers" and, each week, *The Futures Channel* offers a selection of **free, two-to-five minute online videos** that explore how a fascinating array of occupations rely on math, science and technology. At press time, featured videos included interviews with an aquarium maker, a horse vet, a rice farmer and a percussionist. Videos are available for a two-week period. Each short film is also accompanied by a suggested hands-on activity, designed for specific grade levels. Teachers and students can sign up for a free weekly newsletter that links to the videos. A larger selection of DVDs and other resources is available by subscription. To learn more, visit <http://www.thefutureschannel.com>

Save this date!

"How to achieve the best GOAL strategies in your school"

**2011 GOAL Symposium
April 12, 2011**

Wyndham Hotel, Dorval

Discover how school teams from across the province are using GOAL to engage students in their learning.

Registration begins in January.

Ask your GOAL rep for information or consult www.learnquebec.ca/en/content/mels/goal

Need more copies of the GOAL Post?

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

St. Lambert Elementary's **Emilie Bortolussi-Courval** tells a CTV reporter why she wanted to take action.

Wave if you stand against bullying

(continued from page 1)

"I just wanted to make our school a better place," commented Emilie, who says she herself has never been bullied, but has seen it happen to others. "It doesn't have to take many people to make change." Congratulations to her for initiating this community partnership that required imagination, leadership, teamwork and commitment to creating an inclusive climate for all students.

In addition to St. Lambert Elementary, other participating schools were **REACH, PACE, Chambly Academy** and **The Alternate School**.



More POWER to these students!

by Susan Smith, Supervisor, Cooperative Education, Lake of Two Mountains High School

Lake of Two Mountains High School has a long history of empowering students with learning difficulties.

For 20 years, we called it our ACE (Alternative Career Education) 16+ program. Then, as pedagogical reform reached the high schools, ACE was adapted to encompass the two programs

new acronym that would project a strong and positive image, so today it's known as our POWER program (or *Pathways of Work and Educational Readiness*).



POWER program students used a mural they created with two local artists to portray their vision of community. (Photo: Justin Wonnacott)

that make up the Work-Oriented Training Path (WOTP): the three-year “Pre-Work Training” and the one-year “Training for a Semiskilled Trade.” Students and teachers also wanted a

Since the WOTP exposes students to the workforce and prepares them for it, it is already closely aligned with the Guidance-Oriented Approach to Learning. What adds to the POWER program's effectiveness is its focus on innovative, project-based learning that can re-engage students whose previous experience of school has left them feeling discouraged and marginalized.

project (www.artssmarts.ca) with local poet, **Endre Farkas**, and graffiti artist, **Monk.e**. Together, they created a large mural called “Through our Eyes” on what used to be a barren stretch of cinder-block wall. Located in a high-traffic area of the school, the mural incorporates original student poetry that speaks of their desire to break down the walls of hurt and anger that have isolated them from their community.

Lee Rother is another example of a teacher who has encouraged his students to discover new skills and forms of expression. He integrated film and other media literacy projects into his English Language Arts classes long before they became part of the QEP.

Above all, the POWER program gives our students new options. Upon its completion, they have the necessary skills to enter the workforce. They may also choose to continue their academic instruction in their home school, at our **Phoenix Alternative High School** or through Adult Education. For kids whose options seemed very limited in the past, that's a huge step.

Breaking down the hurt

Last year, for instance, teacher **Jennifer Abrantes** and her students embarked on an *ArtsSmarts*

Empowerment through work placements

Work placements figure large in the WOTP and offer another opportunity to put GOAL into practice.

- Before sending our POWER students on a work placement, teachers interview them to get a better sense of who they are; students also work on self-concept material.
- Careful planning goes into matching students with employers: interests and availability are key factors we consider.
- Strong community relationships make it easier to identify employers who are the right fit for our students. Our staff sit on community boards and students assist with community fundraising events and other small jobs.
- In this way, employers get to know our students and their work ethic first-hand.
- The positive reinforcement our students receive for the things they can do builds their trust and motivates them to try new tasks and explore new environments. - S.S.

Pierrefonds Comprehensive hosts student leaders

by Nancy Battet, Community and Partnership Liaison, LBPSB

The Canadian Student Leadership Conference encourages students to recognize their leadership potential and put it into action.

Over 800 students and advisors attended the 26th annual Canadian Student Leadership Conference (CSLC) hosted by the Lester B. Pearson School Board's **Pierrefonds Comprehensive High School** (PCHS) in September. Delegates to the five-day event represented every Canadian province and territory.

The conference—sponsored by the Canadian Association of Student Activity Advisors—originated in 1985 when then Saskatchewan premier Grant Devine challenged Yorkton Regional High School to mark the International Year of Youth by transforming its provincial leadership conference into a national one.

Many ways to show leadership

The CSLC encourages young people to develop their leadership skills and use them for the betterment of their schools and communities. “There are many different ways to show leadership,” notes **Hugues Bertrand**, who teaches leadership at PCHS and chaired the conference. “Some kids are out in the forefront, planning and organizing events. Others lead by example; they show up on time and do their bit towards the common good. Some have good marks; some don't. But they all have a lot of heart and are very committed to something.”



These young leaders from **Pierrefonds Comprehensive** and other LBPSB high schools participated as delegates, animators and conference volunteers.

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You, too, can join our mentoring community

by Cheryl Pratt, MELS - Program Consultant

A dynamic and growing Mentoring Community of Practice offers Career Development teachers an alternative form of ongoing professional development.

In partnership with the Anglophone school boards, MELS launched this mentoring community last year as a pilot project for POP teachers. This year, it encompasses teachers from three Career Development programs (POP, Explo and Entrepreneurship) and, at last count, included seven mentors and 12 mentees from nine school boards.

Much of the mentoring takes place one on one, though the entire community also meets on occasion or links up for virtual workshops using *Live Classroom* technology. These group sessions have covered such topics as building student competencies; class management; using toolkits; and organizing job shadowing opportunities for students. Mentees have identified specific

areas of their teaching that they would like to improve. Mentor/mentee teams have planned out their mentoring activities for the year.

Mentors and mentees also stay in touch through the **Sakai Learning and Community Portal** (accessible via the LEARN website). In Sakai's password-protected Career Development room, participants can blog, send messages, chat and share each other's resources. Yet another resource will soon be available when MELS' Mentoring Community web content goes public later this year in the Career Development section of the LEARN website.

It's easy to join!

If you'd like to become a mentor or mentee—or simply join our community on an informal basis—contact career.development@learnquebec.ca. To access our Sakai portal, contact **Steve Scallion** at sscallion@swlauriersb.qc.ca. Include your name, school and school board.



Mentors **Michael Murphy** (CQSB), **Lynn Bourdeau** (EMSB), **Chris Colley** (ETSB) and **Brent Callahan** (LBPSB) get together to share ideas.

Who's who in the GOAL Network???

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



Nancy Battet
Community & Partnership
Liaison & GOAL coordinator,
LBPSB

The Guidance-Oriented Approach to Learning states that young people's educational success is directly related to their motivation to learn.

GOAL also holds that students' motivation is sustained, among other things, by linking curriculum with career and life plans. I came to the Lester B. Pearson School Board after a 20-year career as a marketing and communications professional in the railway and hotel industries. Now I am drawing on that experience to link teachers to business, educational and community organizations that can add relevance to the curriculum.

Starting at the elementary level, our partners expose students to different career opportunities available

to them. They explain the different types of jobs that exist within their industries and the education each one requires. And they engage students in discussions about work ethic and the communication, critical thinking and other skills needed to succeed, no matter which path they ultimately take.

“GOAL views community partners as educational resources.”

Part of my job is also dedicated to creating links between our youth and vocational sectors. We're working, too, to expand the concept of entrepreneurship within our schools, given that more than 50% of today's students will be tomorrow's entrepreneurs or small business owners.

By incorporating GOAL into its strategic plan, the LBPSB fully supports the notion that we all work as a community to educate our students and inform their future choices. It is very satisfying to be involved in helping that community to thrive.

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

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