

# The GOAL Post

## Welcome to the newest issue of The GOAL Post

... and an evolution in our editorial content. Separate elementary and secondary sections now provide school teams with practical examples and age-appropriate strategies for introducing GOAL activities into the curriculum. A new column on page 4 discusses how the growing emphasis on student entrepreneurship is an important aspect of GOAL.

And to lead off each issue, "Viewpoint" will share the personal GOAL insights of different educators from across the English sector. It's all meant to assist you in your efforts to make learning exciting and relevant to your students. Enjoy!

- Your GOAL Network

### Viewpoint

## Life lessons taught by the Ant Man

by Rob Buttars

Last summer, my eight-year-old nephew, Griffin, was bursting with excitement after he had followed around the ant exterminator who had come to his house. The man had taken the time to explain to him some of the tricks of his trade and the knowledge and skills it required. "I could see me doing that," Griffin told me later. It had been a pleasant revelation to him that people could make a good living, driving around in a nice truck, killing bugs. He was thrilled.

### Teachable moments

Maybe my nephew will become an exterminator one day; maybe he won't. Either way, the experience has

Personally, GOAL has added value to my career because of the responsibility it has given me to help students find their true interests and obtain the skills needed to follow them.



At a time when our guidance resources are stretched to the limit, GOAL provides a way for teachers, guidance counsellors, vocational centres, parents and industry to join forces in creating students who are self-directed learners and realistic career explorers.

Administrators play a vital role by supporting career fairs in the school, encouraging guest speakers and helping teachers to re-shape field trips to include career information.

We're living at a time of major labour shortages in certain sectors and yet I have had students tell me they never intend to work. Imagine if, in the process of career exploration, we could stimulate

their excitement to learn and create a positive addiction to work?

*Rob Buttars is the New Frontiers School Board's Assistant Director General.*



Photo montage by Punctuation Grafix

exposed him to an occupation that he can imagine himself doing. I believe that some of the most teachable moments occur when we integrate career discussions into the curriculum on a regular basis.

### INSIDE

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Making Dreams Come True

### Test your knowledge of GOAL

## Win the One Week Job DVD!

How savvy are you about the guidance-oriented approach to learning?

Sign up for our online quiz at [www.learnquebec.ca/goal](http://www.learnquebec.ca/goal) and your name will be entered in a drawing for a copy of the entertaining and informative **One Week Job** DVD. This 75-minute documentary tells how a young man from Vancouver named **Sean Aiken** set out to find his passion by working 52 different jobs in 52 weeks. View the trailer at [www.oneweekjob.com](http://www.oneweekjob.com)



Sean Aiken

Photo: Allan Cole Roberts, NordicaPhotography.com



## Why this experienced teacher is hooked on GOAL

**Myriam Boffice** had been teaching grade 6 students at **Greendale Elementary** in Pierrefonds for close to 25 years when she first heard of GOAL. “However, I had been using the GOAL approach in my classroom without even realizing it,” she told *The GOAL Post* in a recent interview.

### Q: Did GOAL change the way you teach?

**MB:** Not really. Through experience, I had come to realize that children learn best when what they are learning is relevant to their own lives. For example, if we are studying the map of Canada, I might teach the children mapping skills. Facts are easy to forget, but kids will remember the five Great Lakes if they draw them on maps they make themselves.

**“All of a sudden, we’re not just learning a subject in school, we’re learning about life.”**

What GOAL does is make the curriculum even more relevant by adding a layer of community and career awareness. Our GOAL specialist, **Nancy Battet**, helps me introduce the children to people in our community whose work is related to a theme we are studying. These guest speakers have a different point of view and another way of explaining the subject matter. The kids’ eyes get big as quarters when they hear about their jobs and the skills they need to do them. All of a sudden, we’re not just learning a subject in school, we’re learning about life.

### Q: How do you apply GOAL in your classroom?

**MB:** Well, if we’re doing a unit on inventions in our science class, I will ask the children to think about why something was invented and how it changed the way people lived and worked. One year, we invited an engineer into our class who had worked on the Canadarm2’s Dextre hand attachment. Imagine how interesting that was!

Or when my students ask, “Why do we have to do an oral presentation?” I’ll respond: “Because when you go for your first job interview, you want to be able to talk about yourself in a strong, clear, confident way.”

When you talk to kids about careers, they begin to realize why it’s important to study and learn. I’d love to invite a chef into my class. With all the cooking shows on TV, kids see that as a really cool profession. But that person could tell them that being a chef isn’t just about cooking. You need math to buy and measure ingredients. You need to be able to read and write recipes.

### Q: You have an annual career day in your school. What does this give the children?

**MB:** A child who loves animals might think she’d like to be a vet but then discover that she can’t deal with blood and cutting. At a career fair, she could be exposed to other jobs such as groomer, trainer or wildlife biologist that also involve working with animals. When you give kids career options, chances are they’ll discover something out there that they are good at. It gives them a reason to learn



“GOAL is really just a way of using the resources around you to complement what you are already teaching,” says teacher **Myriam Boffice**.

and opens a door to counter the “school sucks” attitude of the teen years.

### Q: How can a teacher new to GOAL get started?

**MB:** GOAL is really just a way of using the resources around you to complement what you are already teaching. Meet-the-teacher-night is a great opportunity to ask parents if they would be willing to talk to your class about their work.

If your students are learning about their community, why not invite the mayor or a municipal representative to visit your class? Or if someone from the fire department is coming to talk about fire safety, have the kids prepare questions about the skills firemen need. If you are doing a unit on dinosaurs, invite an archaeologist to speak to the kids or make fossils in art class. The possibilities are endless when you open your imagination.



**IN BRIEF**

**M**aking Dreams Come True

**ACHIEVING SUCCESS THROUGH THE GUIDANCE-ORIENTED APPROACH**

“Schools will have to take more definite and more cohesive measures in order to better integrate guidance and educational and vocational information into their activities so that they can help each student clearly his or her academic and career goals.”  
(Reaffirming the Mission of Our Schools, 1997)

**For more information about GOAL:**  
[www.mels.gouv.qc.ca/dgf/csc/pdf/resume-en-bref\\_eng.pdf](http://www.mels.gouv.qc.ca/dgf/csc/pdf/resume-en-bref_eng.pdf)

Québec

“Young people’s educational success is directly related to their motivation in their studies, and motivation is sustained, among other things, by learning plans, training plans, career plans and life plans.”

- from the foreword to *Making Dreams Come True*







## Nine ways you can identify a “GOAL” school

1. The entire school team—teachers, administrators, complementary educational services professionals and library staff—understands GOAL’s connection to the QEP through all the Broad Areas of Learning and the cross-curricular competencies.
2. GOAL is mentioned in, and supported by, the school’s educational project and/or success plan.
3. Activities that promote greater self-knowledge and career awareness are routinely integrated into projects, activities and subject areas.
4. Time and space are set aside for teachers, guidance counsellors and other staff to work together to create learning and evaluation situations (LES) that include GOAL activities.
5. Parent, community and business partners are welcomed into the classroom to show students how in-class learning can be applied in adult lives and careers.
6. GOAL-inspired learning experiences span across all cycles in a coherent fashion that gives continuity to the development of students’ self- and career-knowledge.
7. A significant number of students are developing their identities, soft skills and career awareness by taking part in extra-curricular activities, project- or community-based initiatives, mentorship programs, job shadowing, career fairs, skills workshops, etc.
8. Effective information and counselling resources are available and highly visible.
9. Professional development provides teachers and other staff with ideas and role models for integrating GOAL into the curriculum and culture of the classroom.

### Need more copies of The GOAL Post?

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

## Treats from the Terroir typifies GOAL in action

By exercising their language and visual skills as food writers and photographers, a grade 8 class from Montréal’s **Royal Vale School** illustrated how GOAL can support the curriculum.

English teacher **Selena Lobo** first heard about *Treats from the Terroir* from her school board’s language arts consultant. The project, part of the educational program of Montréal’s **Blue Metropolis International Literary Festival**, aimed to involve high school and elementary students in

Several schools took part in the six-month project and each one focused on a different aspect of food production. Selena’s students visited the **Pearson School of Culinary Arts** in LaSalle, where they saw future chefs, pastry makers and butchers in action. Inspired by that visit, each student’s assignment was to write about and/or take photographs of something food-related.



*Royal Vale students proudly display their copies of Treats from the Terroir at the book launch last spring.*

creating a book that would raise youth’s awareness of local foods and food production.

“I was intrigued by the idea of having my students work towards a tangible end result,” says Selena, who submitted her name to participate. “And because I had only one grade 8 English class last year, I felt it would be manageable.”

To support the students, Montréal food critic **Lesley Chesterman** and photographer **Colleen Leonard** shared professional tips with the class and later helped them edit their work. They also chose which submissions were published.

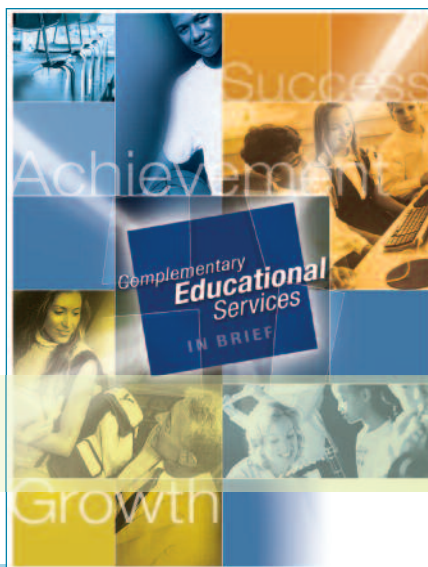
### As “GOAL” as it gets

Selena Lobo wasn’t thinking of GOAL when she agreed to have her class participate in *Treats from the Terroir*. Nevertheless,

the project was about as “GOAL” as it gets. Her students saw for themselves how writing and visual communication skills are directly relevant to interesting careers. They learned about food preparation and experienced new foods. They

“ I was intrigued by the idea of having my students work towards a tangible end result. ”

benefitted from the advice of two professionals from their community. They discovered the existence of training programs some had never known about. And they did all this, while earning marks in their English course and acquiring subject-specific and cross-curricular competencies.



### Educational success goes beyond pure academics.

Learn more about the role of Complementary Educational Services at [www.mels.gouv.qc.ca/dgfj/csc/pdf/19-7036A.pdf](http://www.mels.gouv.qc.ca/dgfj/csc/pdf/19-7036A.pdf)

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## Include examples of entrepreneurship in your career discussions

by Nathalie Morin, MELS-SSCAAAPN

**Educators keep hearing about the importance of student entrepreneurship. What does this mean in the context of GOAL?**



Encouraging young people's entrepreneurial instincts makes both economic and pedagogical sense. Small- and

medium-sized businesses are the backbone of our economy and entrepreneurship is an essential driver of innovation and growth. At the same time, the motivation, self-confidence, effort, team spirit, responsibility and other characteristics of an entrepreneurial spirit are the same qualities that enable young people to see through to completion any project or initiative they choose to undertake.

### Widening the discussion

So how can we develop this culture among our students? Through the guidance-oriented approach to learning, we are already exposing youth to a variety of career avenues that may suit their individual talents and aspirations. Widening our discussion to include entrepreneurship allows them to reflect on the qualities that make for a successful entrepreneur. Are they also determined self-starters who are comfortable with risk? Could

they see themselves creating their own summer job or entering the labour force as self-employed entrepreneurs?

A field trip to a zoo becomes a GOAL activity when students not only learn about the animals, but also the various occupations needed to maintain a zoo. That could include the self-employed vet who treats different species as part of his or her practice. We can also ensure that local entrepreneurs are represented at career fairs or included among the community partners and mentors we invite into the classroom to talk to students.

Remember, too, that all these activities can be directly tied to the acquisition of subject-specific and cross-curricular competencies. They are one more way of engaging students in their learning.

### Entrepreneurship guide coming soon

A new MELS' guide linking GOAL and entrepreneurship will be released soon and training sessions for the English sector are planned for later in this school year. Stay tuned!

## Attention: student entrepreneurs at work!

**A quick look at some of the entries in the Québec Entrepreneurship Contest confirms the degree of leadership, creativity, and resourcefulness students are capable of.**

At **Québec High School**, students in the Work-Oriented Training Path have launched "Café Inn" to provide a food service to psychoeducation students at the nearby campus of the Université de Québec à Trois-Rivières.

To meet their "stage" requirements, the QHS students operate the café four days a week and are responsible for ordering supplies, planning and preparing light meals, serving customers and operating the cash.

"It's a win-win all around," says QHS special care counsellor, **Julie Slattery**, who helped the students set up the café and is a part-time psychoeducation student at UQTR. "Because of this experience, one of our students has obtained another 'stage' in the kitchen of the Château Frontenac."



Québec High School students are pictured here with their "Café Inn" coordinators, **Dave DesRosiers** (striped shirt) and **Julie Slattery** (far right).

The GOAL Post is also available in PDF format on the GOAL Web site at [www.learnquebec.ca/goal](http://www.learnquebec.ca/goal)

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