

the GOAL post

Using curriculum mapping to enrich student learning

With advantages for students and teachers alike, curriculum mapping is a process that fits well with the QEP.

When our GOAL Network was brainstorming themes for our symposium this coming February, curriculum mapping caught our attention. Although a fairly new practice in Quebec, the Central Quebec and Western Quebec School Boards are both experimenting with it.

A curriculum map is a plan for the year that outlines, complete with timeline, the main or essential knowledge to be covered and evaluated. Within the QEP, curriculum maps could be developed to show teachers how to get where they need to go. They could be interesting tools for optimizing student learning within cycles, and between one cycle and the next.

They could also help teachers to identify areas where they could work together, share resources and build on each other's classroom activity. In the case of interdisciplinary projects,

teachers could plan their evaluation situations concurrently. This cross-curricular collaboration would make learning richer and more meaningful for students.

If you are as intrigued by these ideas as we are, we hope you'll attend the 2010 GOAL/NANS symposium on February 17. You'll find details on page 3. See you then!

Sandra Salesas

Sandra Salesas, c.o., ccc
Provincial GOAL Coordinator
Anglophone Sector

Putting GOAL on the (curriculum) map

By building GOAL activities into the mapping process, teaching teams can help students make more informed decisions at key transition points in their education. For instance, as a lead-in to the Secondary Cycle Two POP course, a curriculum map might have students in Secondary Cycle One (Year Two) explore potential fields of interest as part of their English Language Arts.

In Secondary Cycle One Science and Technology, GOAL-related reflective activities could help students determine their personal learning style. In one module, they analyze water samples in a process that requires both theoretical learning and experiential lab work. This is a perfect opportunity for them to reflect on how they learn best and which Cycle Two path might suit them.

Getting creative with the arts

At Riverside School Board, ArtsSmarts is broadening the spectrum for learning.

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*Making Dreams
Come True*



Lessons from the deep: In one recent ArtsSmarts project, students at St. Mary's School in Longueuil created a multimedia puppet theatre production to explore the impact of human activity and natural disasters on water.

Photo: Justin Wonnacott

“Dragons’ Den”-style challenge fires students’ imaginations

by Tom Muirhead and Chantal Bergevin, New Frontiers School Board

Students, teachers and two school communities benefitted from this entrepreneurial competition modelled on the popular CBC-TV program.

POP teachers **Chelsea Odermatte** (Chateauguay Valley Regional High School) and **Steve Principé** (Howard S. Billings Regional High School) wanted to mark this year’s National Entrepreneurship Day in a way their students could relate to.

Starting in September, they divided their respective classes into teams of five students. Each team had to come up with an idea for a student-run project that would raise money for a specific school need. Teams would present their ideas before a panel of staff judges who would select one project to represent their school. In a nice collaborative twist, however, the entire POP class would help to implement it.

Using the Incubator Project (www.321incubator.com) to get things going, teachers gave their students about a month to develop and present their proposals. At Howard S. Billings, the nod went to an “Amazing Race” type of event in which groups of students (and teachers) would pay to compete in a series of physical and mental challenges. Proceeds would pay for a new sound system that would make the school cafeteria “the place to be” at lunch—and encourage greater student participation in the life of the school.

A win-win on every level

- Teachers found a creative way to engage students in their learning and mark National Entrepreneurship Day in a meaningful way.
- Students discovered how their personal strengths could contribute to a group project—an insight that could potentially lead them towards a future career path.
- Elements of other teams’ projects survived by being incorporated into the two winning projects.
- On the last day of the competition, students from both schools took part in a Monopoly-game ice-breaker that created new bonds of friendship.
- Students gained convincing new role models as all five entrepreneur-judges told the story of how they had persevered to find success.

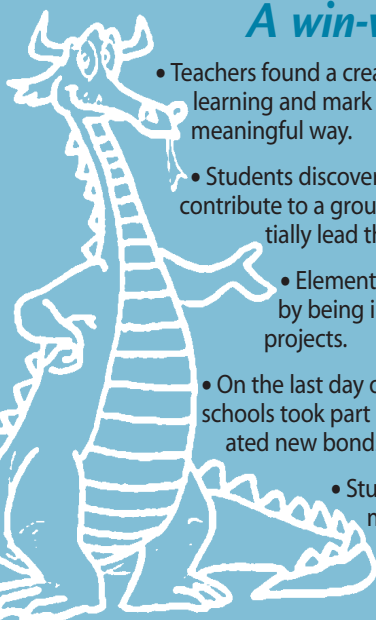


Photo: Robyn Young

Local businesswoman **Gail Cooney** is shown here with contestants from both high schools and the entrepreneurship award that has been named in her honour.

At CVR, the judges opted for “Ski For Me.” This joint Secondary I and III ski trip was conceived as a way to build relationships and mentoring opportunities between older and younger students. In each school, the winning idea was chosen based on how well it was presented, the need it identified, and how realistically and quickly it could raise funds.

First annual entrepreneurship award

To top off the competition, the two POP classes met in a local restaurant on November 12 (National Entrepreneurship Day). Each school presented its project to a panel of five local entrepreneurs, all former students or the parent of a current student. In a very close decision, the H.S. Billings team nudged out CVR to win NFSB’s first annual entrepreneurship award.

A PDIG with a difference

Delivering a new course like POP or Explo presents a special teaching challenge. And that challenge is generating creative solutions.

Mark Sutherland believes the POP and Explo courses are rich in potential. “Quite often, however, a teacher is given this course to fill out his or her workload,” says the coordinator of Educational Services for the Central Quebec School Board. To address this concern, he and other members of the POP/Explo working group wanted to create a set of resources to help new teachers “deliver the goods.”

“As far as we know, this is the first time a PDIG has involved teachers from across several boards,” says Mark. “It’s allowing us to do something very practical for our teachers and to develop a common and cooperative vision for POP and Explo.”

That’s when things got interesting as Mark joined forces with 11 secondary teachers and one consultant from six school boards, 10 public schools and one private school. Together, they applied for—and received—a Professional Development and Innovation Grant (PDIG) to flesh out curriculum maps, learning and evaluation situations and other resources for POP and Explo teachers.

The PDIG partners

- Central Quebec School Board
- English Montreal School Board
- Riverside School Board
- Sir Wilfrid Laurier School Board
- Littoral School Board
- Lester B. Pearson School Board
- Quebec Association of Independent Schools

pop explo update

“It’s unlike any course ever taught.”

Matt Albert from the Lester B. Pearson School Board’s

LaSalle Community Comprehensive High School is one of the teachers involved in the POP/Explo PDIG project. “At our first meeting, I saw many different people with many different approaches to POP and Explo,” he says. “Yet what felt great was that we were all there to give students a greater experience. This is a unique opportunity to put our footprint on a program that is unlike any course ever taught.”



Commit to Get Fit – for life!

by Kelly Butler, Consultant for GOAL and POP, WQSB

This Learning and Evaluation Situation (LES) not only encourages students to be physically active in high school. It also develops skills that will keep them fit long after graduation.

One important way to prevent obesity in our students is to increase their physical activity. Schools can play a critical role by offering physical education programs that give students the opportunity to be active now—and throughout their lives.



Secondary V students from Dr. Wilbert Keon School in Chapeau strike a pose with step and BOSU.

With this in mind, four physical education teachers at the Western Quebec School Board – **Jessica White, Audra Sherman, Lorri Collin and Patty Hansen** – have put together a LES aimed at Secondary Cycle Two. “Commit to Get Fit” is designed to help students acquire the knowledge, skills and attitudes that will lead to life-time wellness in a real-world context.

Staying fit once school is out

Students are used to playing football, hockey, basketball and other great team sports in school. But once they graduate, they don’t necessarily continue these activities because the organizations needed to support them often don’t exist.

“Commit to Get Fit” incorporates group fitness activities into physical education, using equipment such as yoga mats, steps, BOSU and stability balls. The idea is to introduce students to healthy exercise habits that they can easily pursue on their own or in any local fitness centre. The LES also raises their awareness of various clubs, such as tennis, swimming and martial arts, which they can find in their communities.

Careers in health and fitness

Students also learn about different careers with-in health and fitness. As an end project, they are asked to take on the role of a personal trainer or coach. To do this, they might organize a group fitness class within their school or develop a fitness training video or website.

By encouraging students to become more responsible for their overall health and well-being, we hope they will be happier, healthier and more equipped to contribute to society.

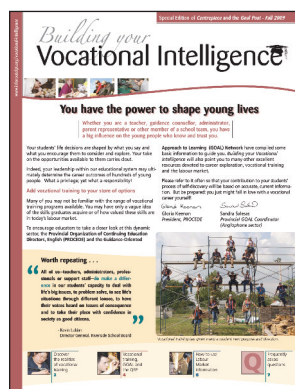
Want to know more?
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Environmental curriculum and careers



ECO Canada is one of some 30 sector councils that bring employers, practitioners, educators and governments together to address human resources challenges facing the Canadian economy. Its excellent website (<http://www.eco.ca/Portal/default.aspx>) includes sections for educators and students. Teachers can find resources for developing curriculum and students can research 100 different environmental occupations. They can also learn more about schools that offer environmental post-secondary programs.

Test your vocational intelligence!



Watch for this eight-page resource that is coming to educators in English-language schools across Quebec in January 2010. A joint youth-vocational sector initiative, it will quickly bring you up to speed on the value of vocational training in today’s labour market. It also suggests ways to link vocational training with GOAL and the QEP. This is information you will definitely want to share with your students! Also available in PDF format at <http://inforoutefpt.org/vocational-intelligence>

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Need more copies of the GOAL Post?

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

Inter-board collaboration



L to r: Andrea Ivan (RSB), Lynn Bourdeau (EMS), Travis Maurice (Littoral) and Payal Grover (RSB) are four teachers involved in the POP/Explo PDIG initiative.

Joint GOAL/NANS symposium

Mapping out the future for our learners

Wednesday, February 17, 2010
Sheraton Laval

- ➔ Hear from teachers who are using GOAL in the classroom and why their students love it.
- ➔ Find out how to add a GOAL component to a Learning and Evaluation Situation.
- ➔ Learn how “attitude” and “motivation” can turn good lessons into great ones.
- ➔ Meet with partners from MELS and the community.

Mark your calendar and reserve your spot!

Complete program and online registration (as of January 2010) at www.learnquebec.ca/en/content/mels/goal



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ArtsSmarts broadens the spectrum for learning

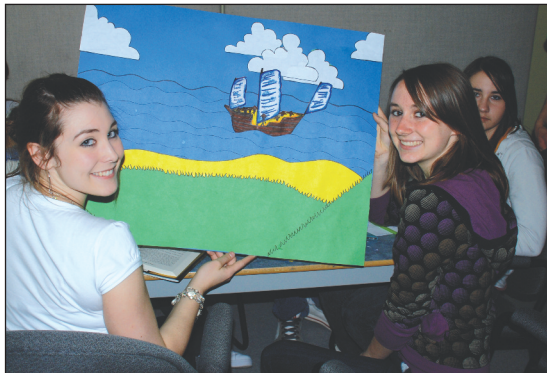
by Patty Arnold, Career Development Consultant, RSB



The presence of artists in the classroom is helping students to find their voice, interpret what they are learning and connect to their communities.

As one of the original partners in a national initiative called *ArtsSmarts* (www.artssmarts.ca), Riverside School Board is actively using the arts to develop students' creative thinking and increase their awareness of themselves and their communities. These are outcomes that fit perfectly with the guidance-oriented approach to learning.

In the *ArtsSmarts* learning model, teachers invite local artists into the classroom to work with them and their students over a period of time. Together, they use their collective creativity and a variety of artistic media to explore aspects of the curriculum. Some projects are completed in a few weeks; others stretch over a full year. Increasingly, they involve more than one class and sometimes an entire school.



At *Heritage Regional High School*, students created an animated film, describing nine waves of Canadian immigration from Champlain to the present.

Students are more engaged

This cross-curricular approach not only reinforces learning in any number of subject areas, it also develops such skills as teamwork, risk taking, problem solving, decision making and project and time management. In addition, students get to connect with individuals who make their living from the arts.

Teachers report greater student engagement and fewer behaviour problems. Students are equally enthusiastic. As one student noted in very GOAL-like language: "You retain more . . . because . . . you can give your own opinion. You are doing things that are hands on and real life . . . you are really working with people."

Who's who in the GOAL Network???

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



Chris Colley
Educational Consultant
(GOAL/POP/Prelude)
Eastern Townships School Board

An educator for the past 13 years in both the public and private sectors, Chris recently joined ETSB's team of consultants. Before that, he taught a variety of Secondary I to V classes at Massey-Vanier High School in Cowansville.

"We need to look seriously at what makes kids leave school."

Chris believes that GOAL-style initiatives have a special pertinence for students in rural areas. "Because many see only limited career opportunities in their region, they don't have a clue about the possibilities out there. We owe it to our students to build

bridges so they can hear directly from local employers what skills they will be looking for."

Chris also has extensive experience integrating technology into education. In his view, this is key to making curriculum more relevant to 21st-century learners. "The computer is a tool they know, use and want and it would be insanity not to use it," he says. "There's a notion that if you give kids a computer, they'll just stare at the screen and be consumed by it. But in a classroom setting among other kids, it actually strengthens communication, collaboration, presentation and negotiation skills—all of which help to create lifelong learners.

"We need to move away from isolated learning cells and look at learning on a much broader scale," adds Chris. "If students understand that to be human is to be always learning and progressing as a person in society, we as educators have achieved our goal."

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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