

# Academic and Career Guidance Content (ACGC)

## Implementation of Compulsory ACGC Elementary Cycle Three and Secondary Cycle One 2018-2019

Face-to-face meeting in Montréal, March 2019

Representatives of English school board resource teams and  
representatives of English private schools

Direction des services éducatifs complémentaires et de l'intervention en milieu défavorisé (DSECIMD)  
Ministère de l'Éducation et de l'Enseignement supérieur (MEES)

## ***FACILITATORS***

- **Joanne Veilleux**, Coordinator, Academic and Career Guidance
- **Sébastien Guy**, ACGC project leader – private sector
- **Gisella Scalia**, Regional ACGC resource person for the English sector

## **Direction des services éducatifs complémentaires et de l'intervention en milieu défavorisé (DSECIMD)**

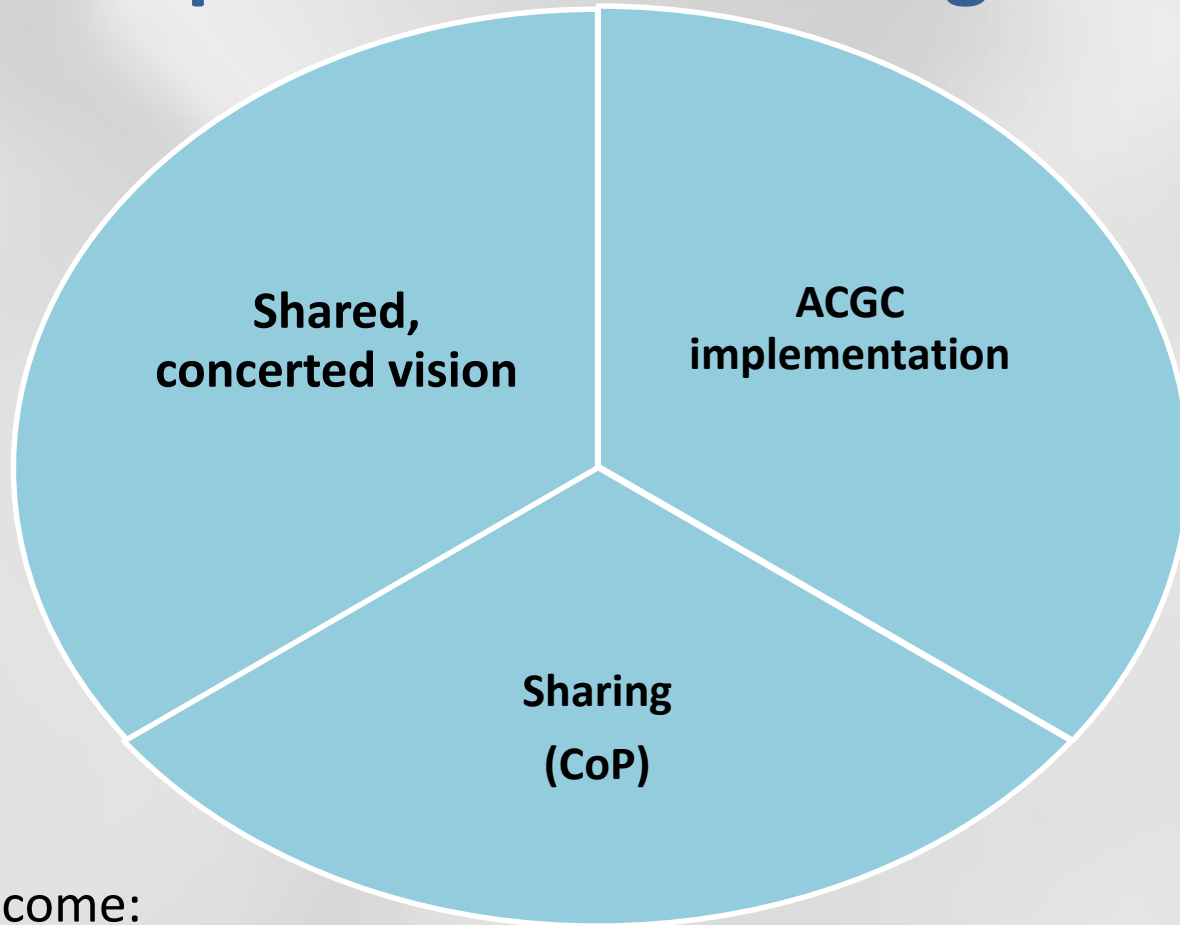
- **Marsha Gouett**, Education Specialist

## **Direction du soutien au réseau éducatif anglophone**

**Ministère de l'Éducation et de l'Enseignement supérieur (MEES)**

[orientationscolaire@education.gouv.qc.ca](mailto:orientationscolaire@education.gouv.qc.ca)

# Purpose of the Meeting



Expected outcome:

Some 80% of participants consider that they have the information they need to continue building a shared vision of ACGC and to plan its implementation for all Elementary Cycle Three and Secondary Cycle One students.

# Agenda

## Welcome and opening remarks

- Presentation of the team and each member's role

**1) Background information:** What is compulsory ACGC?

**2) Implementation of compulsory ACGC**

**3) Resources allowing the ACGC to be put into practice for students**

- VIBE
- Implementation Guides
- Support from MEES
- Summary Sheets, Québec Reading Connection (QRC)

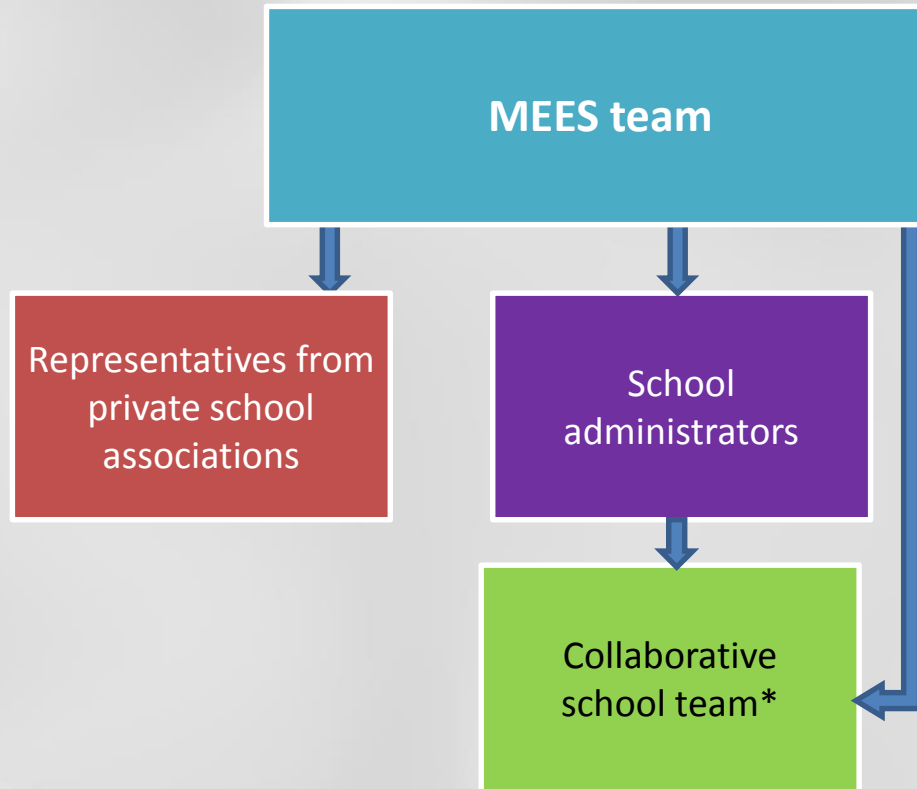
**4) Role and contribution of the members of the collaborative team**

**5) Discussion and collaborative work**

- Making ACGC come to life for students: How?

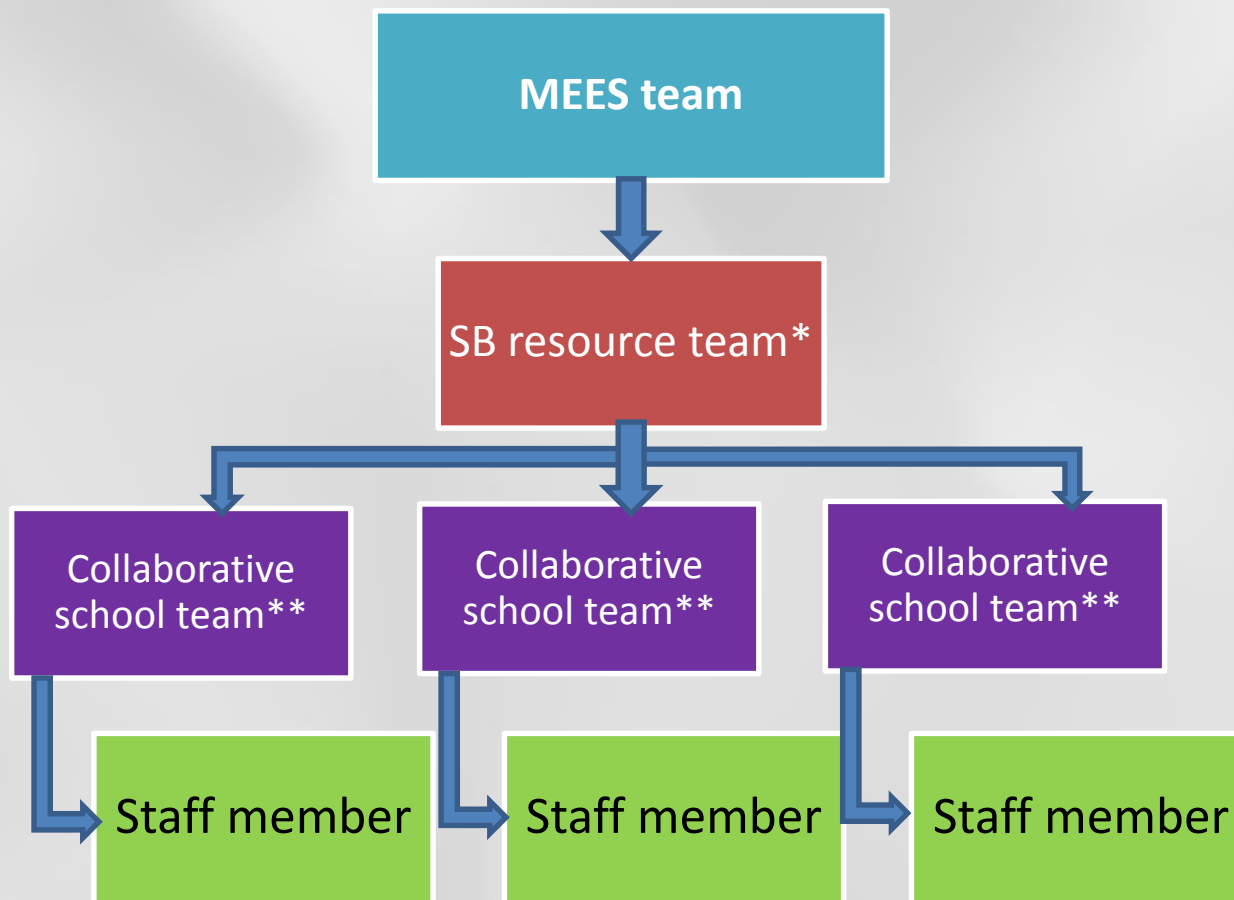
**6) Conclusion**

# Support Structure – Private Schools



\* **Collaborative school team:** Principal or vice-principal, non-teaching professionals, teachers or other staff members

# Support Structure – School Boards



\* **SB resource team:** Educational services administrator, non-teaching professionals or other staff members

\*\* **Collaborative school team:** Principal or vice-principal, non-teaching professionals, teachers or other staff members

# 1. Background Information: What is Compulsory ACGC?

# Distinctions Between GOAL and Compulsory ACGC

	Guidance-Oriented Approach to Learning (GOAL)	Compulsory Academic and Career Guidance Content (ACGC)
WHAT	A philosophical approach that corresponds to a concept of education*	Content that is connected to guidance-related themes or key concepts and that meet students' general guidance needs
THEMES	At the school's discretion	Compulsory content in elementary and secondary school
CLIENTELE	Varies	ALL students from Elementary Cycle Three to Secondary V
LENGTH	Not specified	As a reference, the field-testing phase established that three hours are needed for students to complete ONE ACGC Item
OUTCOMES	At the school's discretion	An observable indicator that specifies the expected student learning outcome (ESLO)
QEP: BROAD AREA OF LEARNING	General reference to the BAL Career Planning and Entrepreneurship	Targets the BAL Career Planning and Entrepreneurship
DISTRIBUTION	At the school's discretion	The ACGC conditions and procedures are presented to and approved by the governing board

\*See Legendre (2005) and Gingras (2015)



# ACGC: A Definition

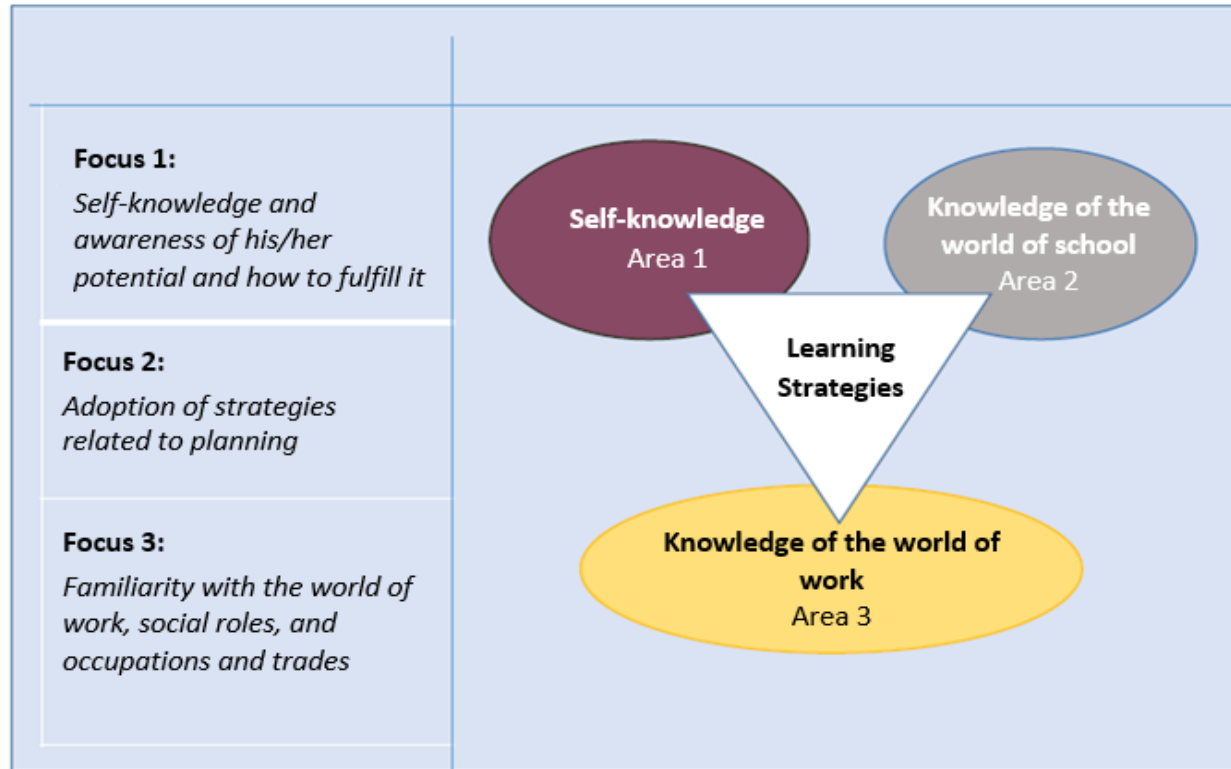
Academic and career guidance content (ACGC) focuses on guidance-related themes or key concepts. ACGC items are associated with learning strategies and expected student learning outcomes (ESLO). They are selected to meet some of the general needs of students in Elementary Cycle Three and secondary school.

ACGC items are divided into three areas of knowledge:

- Self-knowledge
- Knowledge of the world of school
- Knowledge of the world of work

# The Broad Area of Learning (BAL) Career Planning and Entrepreneurship and ACGC\*

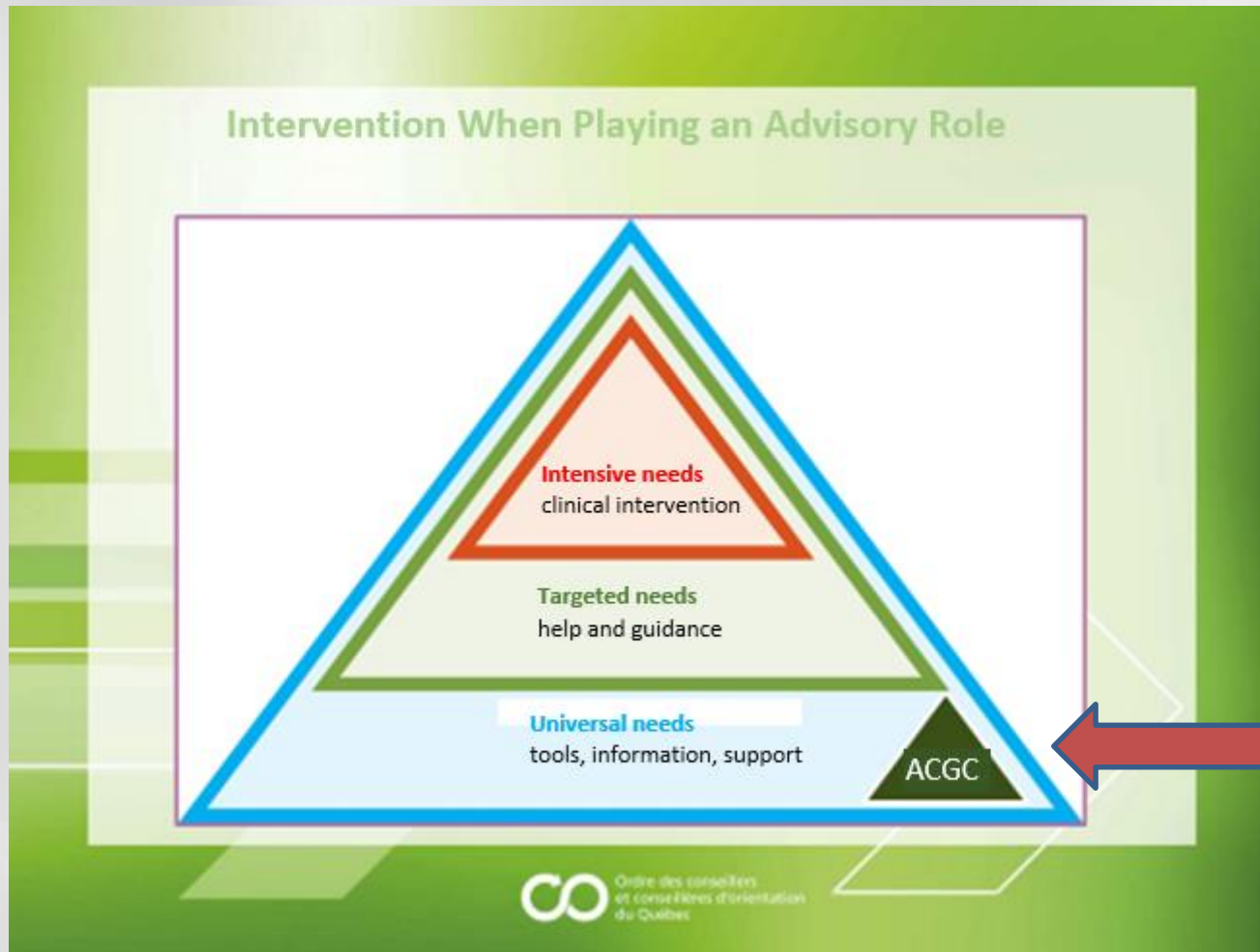
## The BAL Career Planning and Entrepreneurship\* and ACGC



\*Wording from the QEP, Secondary Cycle Two

\* Source: MEES. *Implementation Guide for Secondary Cycle One Compulsory Academic and Career Guidance Content (ACGC)*, available on VIBE: “Secondary Cycle One” tab / “Reference Tools” section.

# ACGC and General Guidance Needs



Source: OCCOQ. 2017. "L'intervention en rôle-conseil," Rôle-conseil des c. o. et changement de pratique. Montréal: OCCOQ.

# Compulsory ACGC for Elementary Cycle Three

LEARNING RELATED TO ACADEMIC AND CAREER GUIDANCE CONTENT (ACGC) FOR ELEMENTARY CYCLE THREE	
AREAS	ACGC and expected student learning outcomes
Self-knowledge: three aspects	<b>Personal</b> <b>INTERESTS AND APTITUDES:</b> Produce a description of himself/herself in terms of interests and aptitudes
	<b>Social</b> <b>SOCIAL INFLUENCES:</b> Select examples where his/her attitudes, behaviour or values are influenced by others, and examples where he/she influences others
	<b>Educational</b> <b>STUDENT DUTIES AND WORK METHODS:</b> Compare the work methods and duties of a student with those observed in the world of work  <b>STRENGTHS IN THE PROCESS OF TRANSITION:</b> Select various personal characteristics that will be useful in preparing for the transition from elementary school to secondary school
Knowledge of the world of the school	<b>CHARACTERISTICS OF SECONDARY SCHOOL:</b> Compare the main differences and similarities between elementary school and secondary school
Knowledge of the world of work	<b>OCCUPATIONS OF PEOPLE IN HIS/HER COMMUNITY:</b> Develop a description of the occupations of people in his/her community

August 2017 - revised

**LEARNING RELATED TO  
ACADEMIC AND CAREER GUIDANCE CONTENT (ACGC)  
FOR SECONDARY CYCLE ONE**

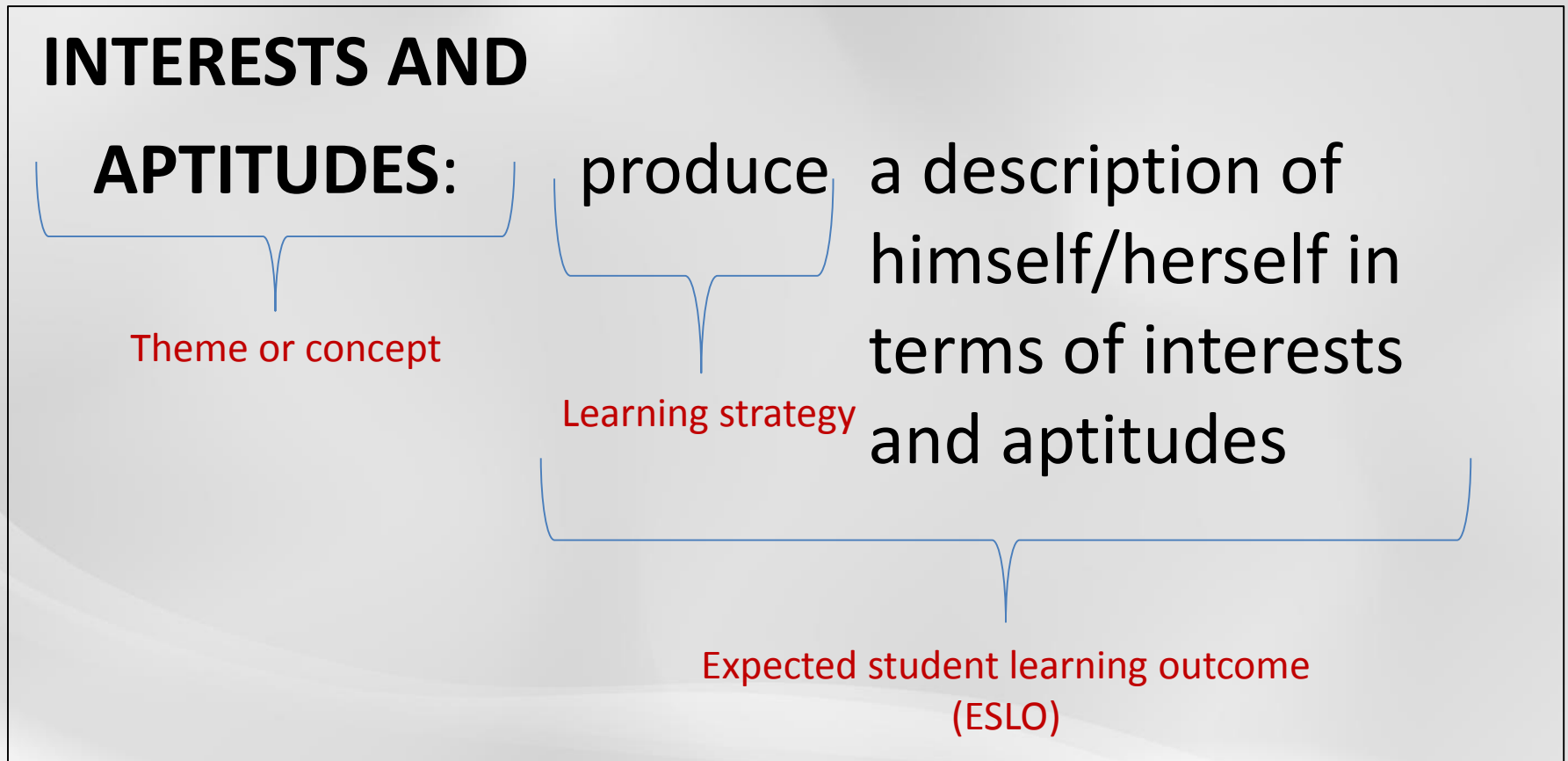
AREAS		ACGC and expected student learning outcomes
<b>Self-knowledge: three aspects</b>	<b>Personal</b>	<p><b>SENSE OF SELF-EFFICACY (SSE):</b> Select examples where his/her attitudes, behaviours or perceptions contribute to maintaining a sense of personal competency.</p> <p><b>FIELDS OF INTEREST:</b> Develop a portrait of what does or does not interest him/her inside or outside school.</p>
	<b>Social</b>	
	<b>Educational</b>	<p><b>ACADEMIC SUCCESS:</b> Develop a description of the academic and personal strengths that contribute to his/her academic success.</p>
<b>Knowledge of the world of school</b>		<p><b>QUÉBEC SCHOOL SYSTEM:</b> Compare the differences and similarities between the different paths to qualification in the education system.</p> <p><b>PREPARATION FOR ACADEMIC CHOICES IN SECONDARY CYCLE TWO:</b> Anticipate choices for Secondary Cycle Two based on his/her fields of interest and academic aptitudes.</p>
<b>Knowledge of the world of work</b>		<p><b>ACADEMIC PREFERENCES IN RELATION TO THE JOB MARKET:</b> Select occupations that match his/her academic preferences.</p>

February 2019 - revised

## Compulsory ACGC for Secondary Cycle One

# The Three Components of an ACGC Item

Example:



# 2. Implementation of Compulsory ACGC

**Implementation of the six ACGC items in  
Elementary Cycle Three**

**Introduction of ACGC in Secondary Cycle One**

# Why ACGC?

The Academic and Career Guidance Content seeks to:\*

- ensure equity, which means that within all schools, students within the same cycle will be exposed to the same ACGC
- establish long-term planning
- ensure coherence, both in the continuity between the proposed activities and in the dialogue between the members of the collaborative team
- foster collaboration among the collaborative teams

\* Source: MEES. *Implementation Guide for Secondary Cycle One Compulsory Academic and Career Guidance Content (ACGC)*, Section 1.4, on Vibe: “Secondary Cycle One” tab / “Reference Tools” section.



# References to the *Education Act* and to the *Act respecting private education*

Section	Relevant elements
ARPE s. 32	The elementary school program of studies and the secondary school program of studies in general education shall, for compulsory subjects, be the programs established by the Minister under section 461 of the <i>Education Act</i> (chapter I-13.3). The same applies with respect to the activities or content the Minister may prescribe in the broad areas of learning.
EA s. 461	The Minister may prescribe content in the broad areas of learning to be integrated into the educational services provided to students. <i>“Under the same section, the Minister also made academic and career guidance content compulsory. This content falls under the broad areas of learning and must be part of the educational services provided to students.”</i> (2017-2018 Directives)
EA s. 85	The governing board is responsible for approving the conditions and procedures proposed by the principal for integrating the prescribed content into the educational services provided to students.
EA s. 89	Proposals under section 85 are developed in collaboration with the teachers.

# Gradual Implementation of Compulsory ACGC

Learning content in academic and career guidance				
	2017-2018	2018-2019	2019-2020	2020-2021
Elementary Cycle Three	Gradual implementation of compulsory ACGC determined by the Minister			
Secondary Cycle One		Gradual implementation of compulsory ACGC determined by the Minister		
Secondary Cycle Two			Gradual implementation of compulsory ACGC determined by the Minister	

For example, in 2018-2019, all elementary schools must teach the six compulsory ACGC items to their Elementary 5 and 6 students, and all secondary schools must cover AT LEAST ONE compulsory ACGC item with all of their Secondary I and II students.

# Examples of Planning for Elementary Cycle Three\*

2017-2018

Elementary 5	Elementary 6
Interests and aptitudes	Characteristics of secondary school
X	X
X	X

(Gradual implementation)

2018-2019

Elementary 5	Elementary 6
Interests and aptitudes	Characteristics of secondary school
Social influences	Student duties and work methods
Occupations of people in his/her community	Strengths in the process of transition

\* These are **examples**. Conditions and procedures are determined by each school.

# Examples of Planning for Secondary Cycle One\*

2018-2019

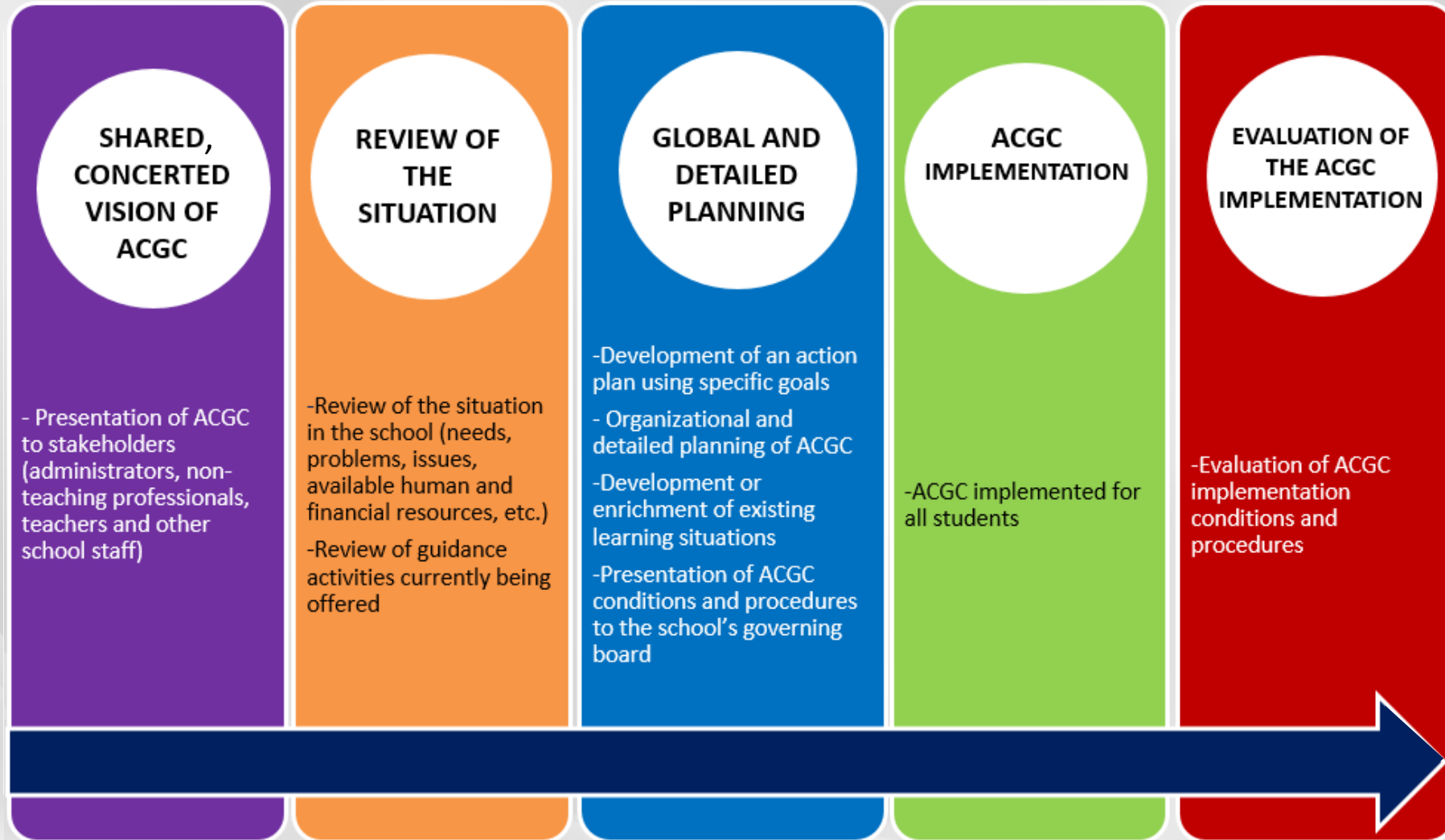
(Gradual implementation)

Secondary I	Secondary II
Fields of interest	Academic preferences in relation to the job market
X	X
X	X

2019-2020

Secondary I	Secondary II
Sense of self-efficacy (SSE)	Québec school system
Fields of interest	Preparation for academic choices in Secondary Cycle Two
Academic success	Academic preferences in relation to the job market

# Suggested ACGC Implementation Framework\*



\* Source: MEES, ACGC Implementation Guides on VIBE: "Elementary Cycle Three" or "Secondary Cycle One" tab / "Reference Tools" section.

# Links with the Educational Project

In their educational project, schools must define their orientations, objectives and targets to be attained in order to support educational success.\*

The educational project is produced in accordance with the Ministère's strategic plan and must include:

- the particular context of the school and the main issues it faces, particularly in terms of academic success
- **the school's specific orientations and objectives for improving student success**
- the objectives targeted by the educational project at the end of its implementation
- indicators used to measure the attainment of these objectives
- the frequency with which the educational project will be evaluated or analyzed

\* Source: <http://www.education.gouv.qc.ca/index.php?id=40337&L=5>

# 3. Resources Allowing the ACGC to Be Put Into Practice for Students

- VIBE
- Implementation Guides
- Support from MEES
- Summary Sheets, Québec Reading Connection (QRC)

# VIBE: A Platform for ACGC

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## CONTENU EN ORIENTATION SCOLAIRE ET PROFESSIONNELLE (COSP)

## ACADEMIC AND CAREER GUIDANCE CONTENT (ACGC)

Cette plateforme est mise à la disposition du réseau scolaire afin de partager divers outils de référence utiles et d'y permettre un lieu de partage d'exemples d'activités provenant de commissions scolaires qui mettent en œuvre les COSP auprès des élèves (matériel clé en main). De plus, vous y retrouverez des outils sur les contenus d'apprentissages, des outils pédagogiques et des outils organisationnels pour faciliter le déploiement des contenus en orientation scolaire et professionnelle.

Vous êtes invités à prendre connaissance des différents contenus, à partager avec nous les outils que vous développerez et à poser vos questions qui pourront alimenter la foire aux questions (FAQ).

L'équipe du dossier des COSP  
[orientationscolaire@education.gouv.qc.ca](mailto:orientationscolaire@education.gouv.qc.ca)

3<sup>e</sup> cycle du primaire/  
Elementary Cycle Three

1<sup>er</sup> cycle du secondaire /  
Secondary Cycle One

### Nouveaux documents ajoutés sur VIBE

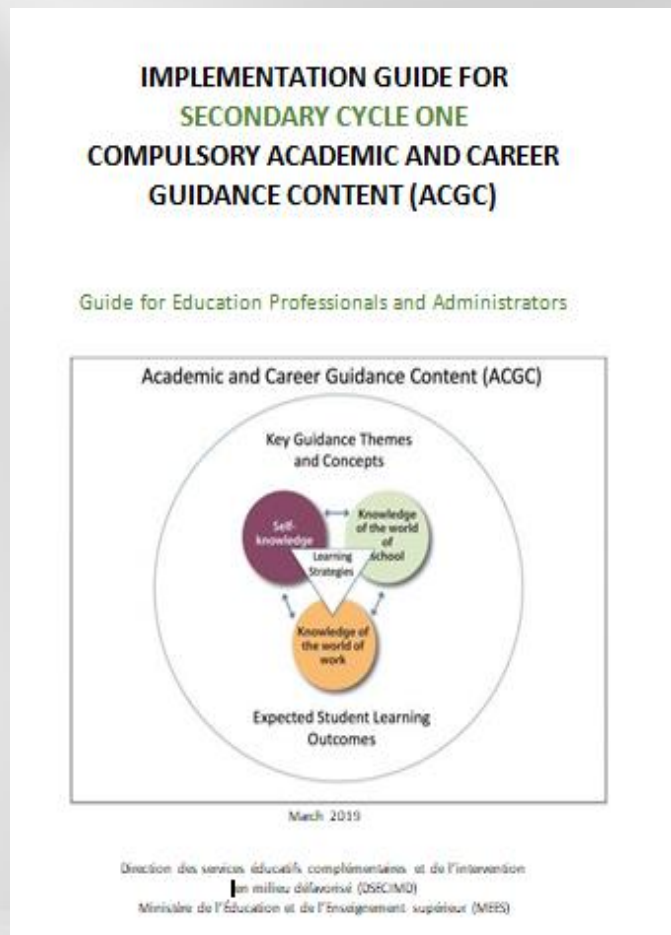
1er mars 2019 : Dépôt d'outils de référence et de matériel clé en main

- Ajout d'une SA champs d'intérêt et aptitudes. « Mes intérêts et mes aptitudes, un vrai casse-tête », 3<sup>e</sup> cycle du primaire (CS Côte du Sud) dans la section primaire/matériel clé en main

**Note:** Users do not need an access code for this platform.



# Implementation Guide for Education Professionals and Administrators\*



\* This guide is available on VIBE: “Secondary Cycle One” tab / “Reference Tools” section.

# ACGC Implementation Guide

Three main sections:

- 1) General section
- 2) Section for education professionals
- 3) Section for administrators

# Pedagogical Intentions\*

- Provide a framework for learning related to the ACGC
- Promote a shared, concerted vision of ACGC
- Additional information:
  - a **definition** of the theme or key concept underlying an ACGC item
  - the **theoretical evidence** that explains the rationale
  - **reference documents** and **hyperlinks**
  - **examples** to facilitate comprehension or to suggest ways of teaching the content

\* Source: MEES, ACGC Implementation Guides on VIBE: “Elementary Cycle Three” or “Secondary Cycle One” tab / “Reference Tools” section.

# Support From MEES

- Community of Practice (CoP)
- Support
- Development of learning situations

# Community of Practice (CoP)

## Main aims and conditions:

- Voluntary participation
- Sharing of expertise
- Sharing of best practices (e.g. practices, models, turnkey materials)

# ANNE NICHOLSON, PROJECT DEVELOPMENT OFFICER, SWLSB

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- McCaig Elementary & Rosemere High School
- Thinking process:
  - ACGC not GOAL
  - Understanding Expected Student Learning Outcomes
  - Creating Learning Situations – Challenges
  - The 8 Criteria
  - Involvement of Regional Resource Person



# DEVELOPING A LEARNING SITUATION

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- Preparation Phase
  - Sets up the main activity
  - Promotes reflection on the learning strategy that will be used
- Realization Phase
  - A defined activity that provided a context for the Expected Student Learning Outcome (ESLO)
- Integration Phase
  - Self-reflection on the ESLO that requires the student to **EXPLICITLY** explore the outcome

# The Human Library



## Preparation Phase

Students will:

1. Demonstrate an understanding of how selections are made
2. Identify their academic preferences

## Realization Phase

Activity:

Meeting adults who have volunteered to be part of the Human Library

## Integration Phase

Students will be able to:

1. **Select** from occupations in the Human Library based on their **academic preferences**
2. Identify some other occupations that students might **select** based on their **academic preferences**



# Testimonial Regarding a Model for Keeping Track of Student Learning (Digital School Bag)

**Chantal Caron**, Coordinator, educational services  
**Claudine Lenoir**, Education consultant

## CS Portages-de-l'Outaouais

\* A video that presents this organizational model can be found on VIBE: "Vidéos" tab (in French only).



## SUMMARY SHEETS FOR THE SIX ACADEMIC AND CAREER GUIDANCE CONTENT (ACGC) FOR SECONDARY CYCLE ONE

Secondary Cycle One

### **This information tool:**

- aims at simplifying the ACGC
- provides a brief outline of each ACGC item
- answers some of the *what*, *why* and *how* questions and summarizes what students are expected to learn
- is intended for all ACGC stakeholders
- does not replace the support required to appropriate the ACGC
- may be used in conjunction with different tools

### **Note:**

- The *Implementation Guide* continues to be the main ACGC reference tool.
- Each ACGC item consists of a theme and expected student learning outcome (observable indicator), which includes a learning strategy.

### **For more information:**



MEES. 2018. Implementation Guide for Secondary Cycle One Compulsory Academic and Career Guidance Content (ACGC). (Pages 29-88).  
The guide is available in VIBE: <https://cosp.education.gouv.qc.ca/>, "Secondary Cycle One" tab / "Reference Tools" section.



## Secondary Cycle One

### In sum, students learn:

- about the Québec school system
- that there are differences and similarities between the various paths to qualification
- that having a broad overview of the different levels of schooling will help them plan for their future

ACGC

### QUÉBEC SCHOOL SYSTEM:

**Compare the differences and similarities between the different paths to qualification in the education system**

What?

Students will:

- seek out information on the different paths to qualification in the school system (graduation and certification)
- compare the differences and similarities between these various paths (e.g. duration, prerequisites, admission requirements)

Why?

To discover the different types of training and educational paths available

To begin to think about their educational path and career aspirations

To motivate their engagement in school and to set goals for the future

How?

Examples of intervention strategies:

- Encourage students to ask questions about the Québec school system.
- Provide students with resources that they can use to compare the differences and similarities between the various paths to qualification in secondary school (e.g. diagrams of the school system, websites, guides and brochures, professional resources).
- Ask students to create visual representations that illustrate the results of their comparisons (e.g. concept map, Venn diagram).

### For more information:



MEES. 2018. Implementation Guide for Secondary Cycle One Compulsory Academic and Career Guidance Content (ACGC). (Pages 58-63). The guide is available in VIBE: <https://cosp.education.gouv.qc.ca/>, "Secondary Cycle One" tab / "Reference Tools" section.



# Québec Reading Connection



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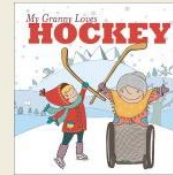
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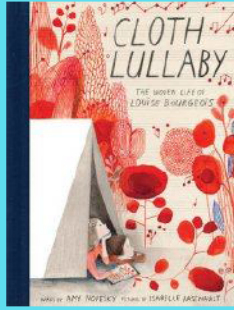
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# Book Web

## Academic and Career Guidance Elementary Cycle 3 Self-Knowledge - Social Influence

[Cloth Lullaby: The Woven Life of Louise Bourgeois](#)   
Amy Novesky  
Isabelle Arsenault

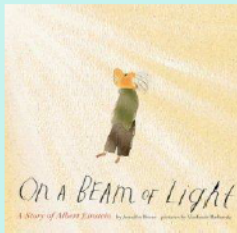


This is the poetic story of Louise Bourgeois's life. It demonstrates how her mother had a positive influence on Louise's life, values, and how her mother was a source of inspiration for Louise's career.

### Learning Goal

#### Expected Student Learning Outcome (ESLO)

Select examples where his/her attitudes, behaviour or values are influenced by others, and examples where he/she influences others.



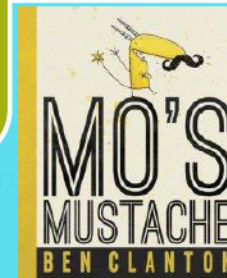
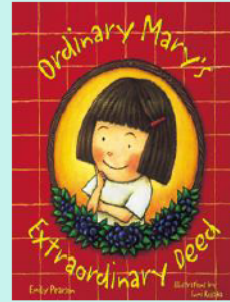
[On A Beam of Light: A story about Albert Einstein](#)  
Jennifer Berne  
Vladimir Radunsky


From an early age, Albert's attitudes and behavior demonstrated that he was different. Although others tried to influence him to be like peers, Albert remained himself. His curiosity, his ideas and his questions led him to uncommon discoveries that influenced the advance of science.

### [Ordinary Mary's Extraordinary Deed](#)

Emily Pearson  
Fumi Kosaka

After picking berries, Mary placed them gently on her neighbor's porch. Pleasantly surprised, the neighbour decided to make muffins which she gave to five people. Each of these five people decided in turn to share with five other people, and so on. The influence of a little girl's kindness affected many people.



[Mo's Mustache](#)   
Ben Clanton

Cartoon character Mo had the idea of wearing a mustache. At first, he was happy to see that his friends appreciated his idea. To his dismay, the next day his friends also wore mustaches. Disappointed, he exchanged his mustache for a scarf, and the phenomenon with his friends was repeated. Mo did not realize that he had influence over his friends and that they have influence over him!

### Sample Questions to Guide Discussion:

Do the characters presented in the stories have a positive or negative influence from their loved one? Explain.

How does this influence manifest itself? How is the character's value system influenced by others?

How do the characters react to this influence? How would you have reacted?

Are there heroes that influence or inspire other people? How?

Have the choices you have made ever been influenced by others? Have you ever influenced people around you? Discuss.

### Sample Activities to Complement Discussion:

In a short text, express to a loved one the influence he/she has had on your interests, your choices of activities, sports or friends.

List the qualities, attitudes, and values that facilitate the achievement of personal goals and significant projects. Discuss/debate which ones are the most important.

### Suggested Keywords:

[Community](#), [generosity](#), [gratitude](#), [human behaviour](#), [individuality](#), [inspiration](#), [kindness](#), [making a difference](#), [originality](#), [overcoming adversity](#), [self-acceptance](#), [values](#)



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[www.quebecreadingconnection.ca](http://www.quebecreadingconnection.ca)

Working Document Québec Reading Connection March 2019

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**Québec** 

# Cloth Lullaby Template

Note that this template is intended to help teachers understand how the story is aligned with the ACGC; it should not be used to check for students' reading comprehension.

**ACGC/**

**SOCIAL INFLUENCE:**

Select examples where his/her attitudes, behaviour or values are influenced by others, and examples where he/she influences others



*Cloth Lullaby: The Woven Life of Louise Bourgeois*, Amy Novesky

This is the poetic story of Louise Bourgeois's life. It demonstrates how her mother had a positive influence on Louise's life, values, and how her mother was a source of inspiration for Louise's career.

**Link with the ACGC**

The attitudes, behaviors and values of Louise's mother demonstrate how she had an influence on Louise throughout her life.

**Do the characters presented in this story have a positive or negative influence? Explain by naming the attitudes of these characters.**

Positive

- Louise's mother was patient, soothing, thoughtful, subtle, as well as indispensable.
- Louise's mother was meticulous. She knew how to repair the tapestries she was asked to fix as well as a spider knew how to spin a web.
- Louise followed her mother's footsteps and she embodied her mother's attitudes.

**How does this influence manifest itself? What are the behaviors?**

- At the age of 8, Louise learned the different techniques for repairing tapestries from her mother.
- Her mother taught her shapes, colours and dyes, and how to use different materials, textiles (ex. black wool) with intricate patterns in order to tell stories.
- As an adult, Louise decided to apply her apprenticeship with her mother to a career in the arts.
- Her first work of art was a giant spider named "Mother" as a tribute to her own mom.

**What are the values that influence the characters?**

- Pride in performing a job that is well done and precise,
- The benevolence that Louise's mother showed her,
- The will to learn,
- A mother's love,
- Patience,
- Creativity.

**How do the characters react to this influence?**

- Louise is interested in her mom's work.
- She learns how to do her mother's job.
- Despite her ability in mathematics, she turned to the arts after her mother's death.
- She had her first exhibition of sculpture at 32 years old.
- She continued the activities of the family business in her own way.
- When Louise was 71, The Museum of Modern Art in New York dedicated an exhibition as a retrospective for Louise's work.

# Testimonial Regarding the Support Provided by MEES

Thomas Muirhead  
**GOAL/ACGC REP**  
Entrepreneurship, Trades,  
Transitions, WOTP



# GUIDANCE-ORIENTED APPROACH TO LEARNING

- ▶ **PHILOSOPHY**: Students should not just be learning the subject matter, but also:
  - ▶ Who am I (my character, likes, dislikes, skills . . .)?
  - ▶ What is there for **ME** in the “World of School?”
  - ▶ What is there for **ME** in the “World of Work?”



Where do we go from here?

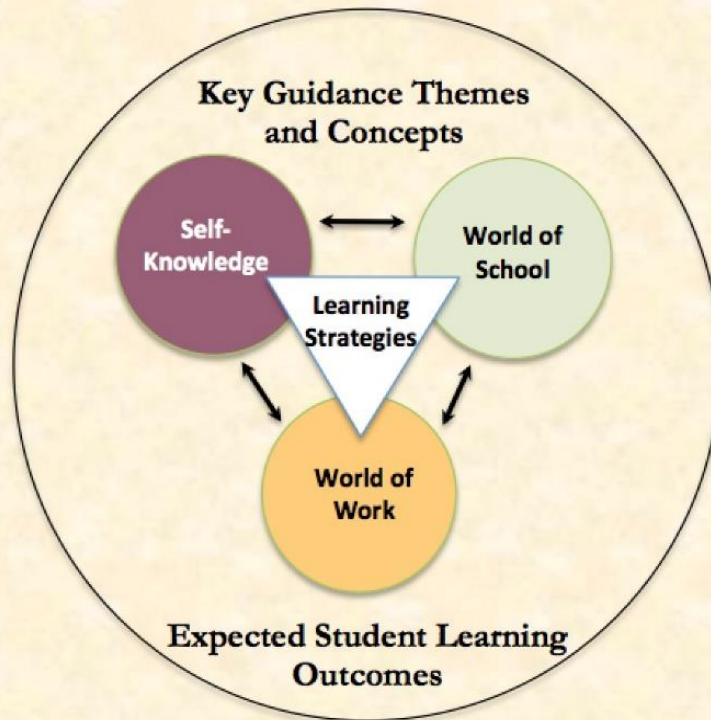




# Putting Feet to a Philosophy



## Academic and Career Guidance Content (ACGC)



*Elementary Cycle Three*

*Knowledge of the World of School*

**CHARACTERISTICS OF SECONDARY SCHOOL:**

**Compare the main differences and similarities between elementary school and secondary school**

# High School: What's Up With That?

## What Have You Heard?



ELEMENTARY

HIGH SCHOOL

ELEMENTARY

HIGH SCHOOL

ELEMENTARY

HIGH SCHOOL



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# High School: What's Up With That?

## Preparation Phase

### Video Clip Discussions

Extra-Curricular Activities	Social Life	Classroom	Student Responsibility (Taking Charge)	Decision Making	Other
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????



<https://www.youtube.com/watch?v=tqhjX0bHutw>

<https://www.youtube.com/watch?v=fbkfr-S420o>

Excerpt from Teacher Guide

### Example:

	Kindergarten	Grade 6	Similar	Different
How many teachers?				
How many classrooms?				
How many subjects?				
Where did you have recess?				



# High School: What's Up With That?

## Realization (Performance) Phase

Students:

- learn the content
- use the learning strategy
- are observed attaining the expected student learning outcome



Excerpt from Student Booklet

**So what is different? Is anything the same?**

	Elementary School	High School	Similar	Different
<b>You will need to write the items being compared in this column</b>				

# High School: What's Up With That?

## Integration Phase

Examples of tasks and questions where students reflected upon their ACGC learning:

- A. In point form, summarize what is similar between elementary school and high school.
- B. In point form, summarize what is different between elementary school and high school.
- C. How can comparing be useful in other contexts, such as in school and in your daily lives?
- D. After completing the table where you compared the similarities and differences, how do you feel about going to high school?



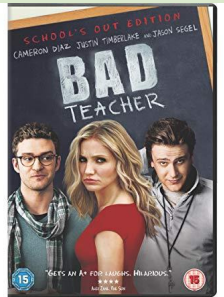
# High School: What's Up With That?

## Preparation Phase



### Video Clip Discussions

Extra-Curricular Activities	Social Life	Classroom	Student Responsibility (Taking Charge)	Decision Making	Other
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<https://www.youtube.com/watch?v=fbkfr-S42Qo>

<https://www.youtube.com/watch?v=tqhjX0bHutw>

Excerpt from Teacher Guide

## Realization (Performance) Phase

Students:

- learn the content
- use the learning strategy
- are observed attaining the expected student learning outcome



Excerpt from Student Booklet

So what is different? Is anything the same?

	Elementary School	High School	Similar	Different
You will need to write the items being compared in this column				

## Integration Phase

Examples of tasks and questions where students reflected upon their ACGC learning:



- In point form, summarize what is similar between elementary school and high school.
- In point form, summarize what is different between elementary school and high school.
- How can comparing be useful in other contexts, such as in school and in your daily lives?
- After completing the table where you compared the similarities and differences, how do you feel about going to high school?



Example:

	Kindergarten	Grade 6	Similar	Different
How many teachers?				
How many classrooms?				
How many subjects?				
Where did you have recess?				

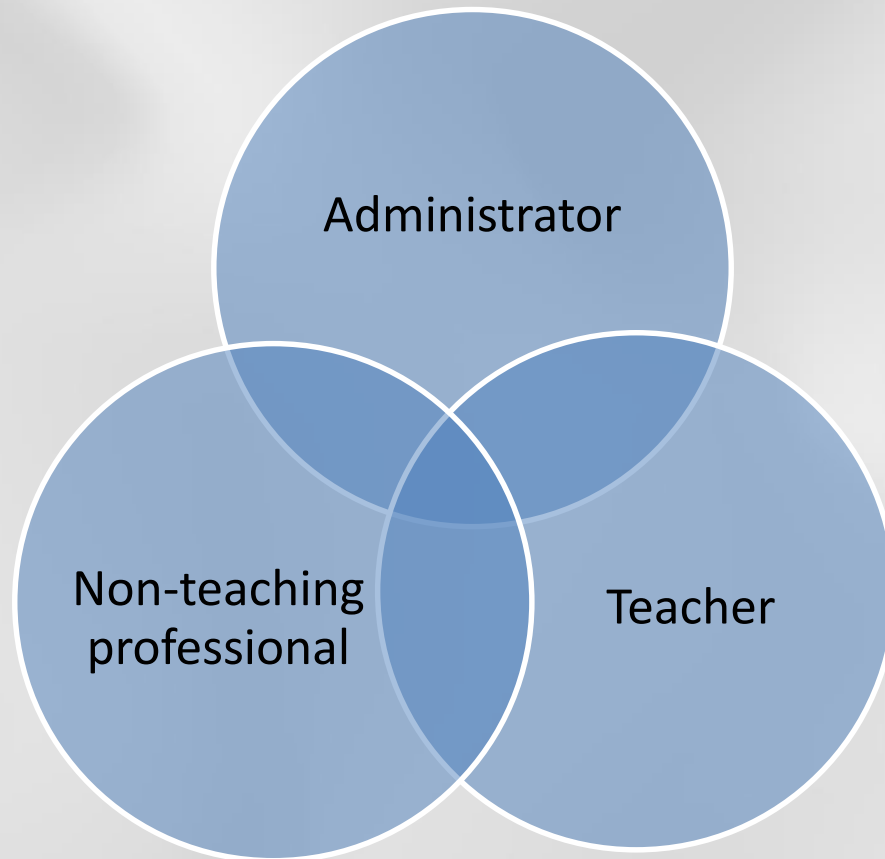
## Collaborating with Gisella helped me in 3 ways:

- 1) Benefits of the ACGC: It's concrete, not just theory!
- 2) The need for planning the ACGC: How do I weave it into the lesson plan and ensure the students “get it,” not just the academics of the subject matter, but also the specific ACGC learning.
- 3) The ACGC helps students answer THE recurring question, “What am I learning this stuff for?” It not only serves to show why curriculum material (math, French, history, etc.) is important, but also reinforces the “I” . . . How might it be important for me?



# 4. Role and Contribution of the Members of the Collaborative Team

# Composition of Resource Teams (SB) and Collaborative Teams (School)\*



*\* Suggested model only; composition may vary from one school to another*

*Non-teaching professionals may include guidance counsellors, education consultants or other staff members.*

# Example of the Role and Contribution of the Members of the Collaborative Team

## Administrator

- Expert in management
- Presents the ACGC to the members concerned
- Gathers a collaborative team to develop the implementation of ACGC, to review the situation, to do the planning
- Plays a vital role in mobilizing the team
- Ensures the smooth progression of the work and monitoring of the ACGC implementation
- Puts in place the conditions to support and facilitate ACGC implementation

# Example of the Role and Contribution of the Members of the Collaborative Team

## Guidance professional

(guidance counsellors, academic and career information counsellors)

- Expert in guidance
- Plays an advisory role within the collaborative team in order to identify the school's needs, the students targeted, the choice of actions and the measures to be adopted
- Contributes to providing training and support for teachers
- Collaborates with the team in developing or enhancing instructional materials

# Example of the Role and Contribution of the Members of the Collaborative Team

## Teacher

- Expert in learning
- Collaborates with ACGC implementation
- Has established a meaningful relationship with students that can be relied upon to guide students in the learning of the ACGC
- Makes connections between the ACGC and subject-specific content (infusion)
- Makes the ACGC come to life, allowing students to learn and achieve the expected student learning outcomes

# Conditions for Successful Implementation\*



\* Source: MEES, ACGC Implementation Guides on VIBE: “Elementary Cycle Three” or “Secondary Cycle One” tab / “Reference Tools” section.

# Best Practices and Examples\*

- Start with what teachers are already doing
- Ensure administrative leadership
- Adopt effective communication
- Have a common understanding of the ACGC
- Make room for opportunities that may present themselves
- Give others the time to let things sink in

\* More than 40 administrators participated in CoPs in April 2018.



# Best Practices and Examples\*

- Ensure proper planning and monitoring (by procuring release time or during free periods, pedagogical days, etc.)
- Make connections with the Québec Education Program
- Use transitions as a pretext for integrating ACGC
- Share responsibilities (complementary roles)
- Play an advisory role: don't do it for them; clarify this role with the school administrators, teachers and other staff members

\* More than 40 administrators participated in CoPs in April 2018.

# Best Practices and Examples\*

- Incorporate actions and learning situations into the school's success plan in order to ensure continuity from one year to the next
- Establish an ACGC committee at the school
- Work in a team and take advantage of each person's expertise
- Establish a Community of Practice (CoP)
- Obtain support from MEES and resource teams

\* More than 40 administrators participated in CoPs in April 2018.

# Pitfalls

- Working alone to develop learning situations
- Working alone to develop procedures and methods
- Taking on all the responsibility
- Visiting the classroom without involving the teacher\*
- Not involving the school administration
- No longer playing an advisory role, but acting as a presenter

\* Chosen by the school team

# And the workshop continues . . .

# 5. Discussion and Collaborative Work

## Aims:


- Initiate the development of a shared, concerted vision of the ACGC

## Means:

- Understanding the ACGC, the “What?” and the “Why?”
- Sharing the “How?” to make the ACGC come to life for students
- Using the material provided in the Implementation Guide
- Sharing suggestions of possible actions for implementing the ACGC

# First Activity

Activity Sheet #1 - Elementary



Elementary  
Cycle Three

Collaborative Work: "What?" and "Why?"

ACGC

WHAT ?

WHY ?


Activity Sheet #1-  
Secondary

**Implementation of Compulsory ACGC 2018-2019**  
Collaborative Work: "What?" and "Why?"  
\* refer to Summary Sheets

ACGC	<i>Record the ACGC item chosen by your group.</i>
WHAT?	- Students will... - Students will...
WHY?	- - -

**1- WHAT? How would you describe this ACGC item in your own words?**

The following sub-questions will help you to answer the above question:

- To which of the three areas does this ACGC item belong?
- What is the learning strategy?
- What is the theme?
- What is the expected student learning outcome?

# First Activity

## Instructions for Activity Sheet #1

- 1) Select one of the six ACGC and record it in the first box.
- 2) **Elementary:**
  - I. Refer to the pedagogical intentions for Elementary, Cycle Three for the ACGC you selected.
  - II. After reading the pedagogical intentions for the ACGC your group selected, discuss and complete the boxes with the information retained which you deemed pertinent. Note: For each of the sections, not all of the boxes may need to be completed.
- 2) **Secondary:**
  - I. You will use two references. At first, answer Question #1, in order to complete the first section of the table (the What?). You may refer to the Summary Sheet for Secondary, Cycle One for the ACGC you selected.
  - II. Then, refer to the pedagogical intentions and discuss and record the information you deemed pertinent for (the Why?).
- 3) Your group will be asked to present one question you still have about this ACGC.
- 4) One sheet/group/ACGC



# Second Activity

## Instructions for Activity Sheet #2

- 1) Select and record one of the six academic and career guidance content (ACGC).
- 2) Then, explain in your own words your understanding of the theme, the learning strategy as well as the expected student learning outcome.
- 3) Provide examples of what the ACGC instructor can do to ensure that the learning strategy is being used by students. Provide examples of how students can demonstrate the expected student learning outcome.
- 4) Provide examples of how the students may experience the ACGC. (Consider: grade, possible subject connections, activity, learning situation, duration, etc.)

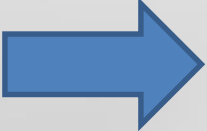
Implementation of Compulsory ACGC 2018-2019		Activity #2
<b>Collaborative Work: "How?"</b>		
<b>ACGC</b>	Record the ACGC item chosen by your group:	
<ol style="list-style-type: none"> <li>1. <u>What I understand...</u></li>   <li>2. How will I ensure that students use the learning strategy? In what formats could the expected student learning outcome (ESLO) be demonstrated?</li>   <li>3. How will this ACGC item be experienced by your students? (For example, consider level, possible subject connections, learning situation, duration)?</li> </ol>		

# 6. Conclusion

## Personal Reflections

- Return to your KWL chart

# Before Leaving

- **Form to hand in**
  - Attendance, registration for CoP (volunteers) and evaluation of today's workshop
-  **VIA – May 15, 2019**
- **Conclusion and closing remarks**

# Travel Expenses: Procedures and Reimbursement

**Ministère de l'Éducation et de l'Enseignement supérieur**

Direction des services éducatifs complémentaires et de  
l'intervention en milieu défavorisé (DSECIMD)

À l'attention de Madame Marie-Ève Cattin, 13<sup>e</sup> étage

1035, rue De La Chevrotière

Québec (Québec)

G1R 5A5

# Renseignements

**Nom du demandeur:** Robert Untel **Type de frais \*** Rapport de frais **Unité administrative** 260 1314 **Numéro de programme** 12420 **Numéro de bon de commande**

**Adresse du demandeur** A1A 1A1 Adresse personnelle complète du participant **No fournisseur** NAS **Unité administrative** (dropdown menu: Veuillez indiquer le numéro à 4 chiffres correspondant à votre unité administrative.) **Compte** 51 **Code PSA** 1000000

**Objet** Formation - COSP - 26 octobre 2017 **Employé(e) responsable de l'activité** Diane Uwihirwe **No de téléphone** 418 646-7000 p. 25 **Code Projet** 100000000

Date *	Nb jours *	Hre départ/ arrivée *	Frais Km	Frais quotidiens	Frais fondés sur les reçus	Montant du reçu	Nb Km / jour	Total de la ligne	Justification	Reçu manquant
2017-09-25	1	15:30	Véhicule autorisé 0,43\$ TX-R		Essence (pour loc d'auto) TX-R	35,00	211,0	125,73	Gatineau - Montréal	<input type="checkbox"/>
2017-09-25	1	18:00		Indemnité - Souper 21,55\$ TX-R				21,55	Souper Montréal	<input type="checkbox"/>
2017-09-25	2				Hébergement (facture d'hôtel) TX-R	250,00		250,00	2 nuitées Montréal - 25-26 octobre	<input type="checkbox"/>
2017-09-26	1	8:30			Stationnement TX-R	16,00		16,00	Stationnement Centre St-Pierre	<input type="checkbox"/>
2017-09-26	1	16:00		Indemnité - Déjeuner et souper 10,40 \$ + 21,55				31,95	Dîner fourni par le MEES	<input type="checkbox"/>
2017-09-27	1	7:30	Véhicule autorisé 0,43\$ TX-R		Essence (pour loc d'auto) TX-R	35,00	211,0	125,73	Montréal Gatineau	<input type="checkbox"/>
2017-09-27	1	7:30		Indemnité - Déjeuner 10,40\$ TX-R				10,40	Déjeuner en route	<input type="checkbox"/>
								-		<input type="checkbox"/>
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								-		<input type="checkbox"/>
Total						336,00	422,0	581,36		

\* donnée obligatoire

**Signature du demandeur :**  **Date de la demande :**

**Signature du gestionnaire :**  **Date d'approbation:**

*Total du frais de déplacement*

581,36 \$