

Academic and Career Guidance Content (ACGC)

Implementation of Compulsory ACGC in Secondary Cycle One 2018-2019

In-person meetings in Québec City and Montréal, October 2018

Representatives of school board resource teams

April 2019

(based on the October 2018 version of the
French presentation)

FACILITATORS

- **Joanne Veilleux**, Coordinator, Academic and Career Guidance
- **Lyse Clermont, Tamara Pierre-Louis, Joanne Provost and Sébastien Guy**
ACGC project leaders

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

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

orientationscolaire@education.gouv.qc.ca

CONTRIBUTOR

- **Sandra Melançon**, Director
Direction des services éducatifs complémentaires et de l'intervention en milieu défavorisé (DSECIMD)
Ministère de l'Éducation et de l'Enseignement supérieur (MEES)

Steering Committee

Roles and mandates of MEES team members

Joanne Veilleux	Lyse Clermont	Tamara Pierre-Louis	Joanne Provost	Sébastien Guy
ACGC Coordinator	ACGC project leaders			
<ul style="list-style-type: none"> • Coordination • Administrative management • Official communications • Facilitation of VIA meetings 	<ul style="list-style-type: none"> • ACGC and support tools • Liaison between the DSECIMD and the DAS • Co-facilitation of VIA meetings 	<ul style="list-style-type: none"> • Support for regional resources • Support for administrators • Co-facilitation of VIA meetings 	<ul style="list-style-type: none"> • Support for regional resources • ACGC and support tools • Co-facilitation of VIA meetings 	<ul style="list-style-type: none"> • Support for administrators and non-teaching professionals in the private sector • Co-facilitation of VIA meetings

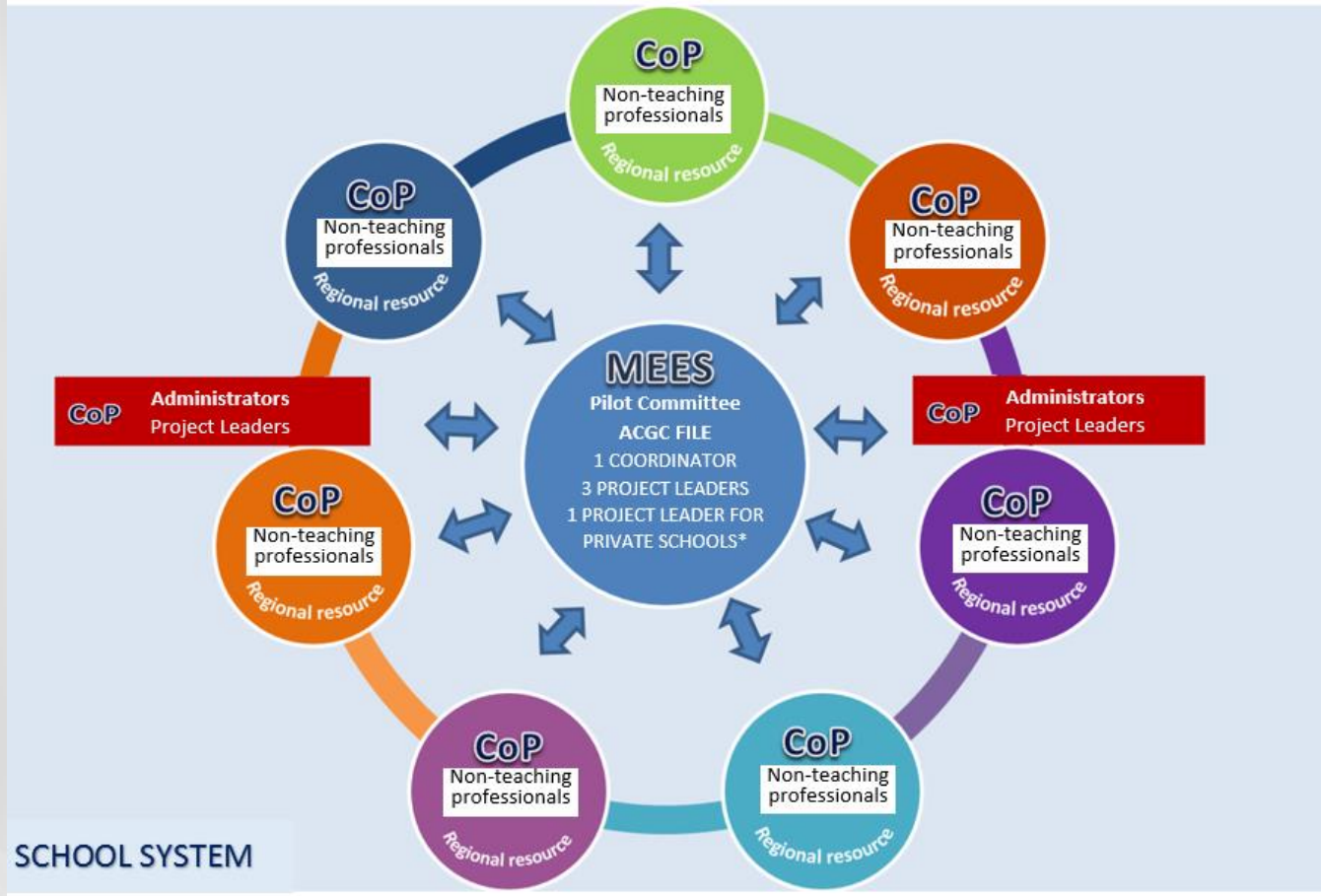
Email: orientationscolaire@education.gouv.qc.ca

ACGC Regional Resources 2018-2019

Regional resources*	Regions
Diane Gagnon	Outaouais, Abitibi-Témiscamingue, Nord-du-Québec
Martine Montminy	Capitale-Nationale, Montréal, Laval, Laurentides, Lanaudière
Isabelle Blais	Estrie, Montérégie
Guy Lemay	Mauricie, Centre-du-Québec
Isabelle Beaulieu	Bas-St-Laurent, Côte-Nord, Gaspésie-Îles-de-la-Madeleine
Catherine Sullivan	Saguenay-Lac-Saint-Jean, Chaudières-Appalaches
Gisella Scalia	All English school boards, Cree SB, Kativik SB, Littoral SB

* Support for non-teaching professionals on the SB resource teams

Model – Support from the MEES team for the school system 2018-2019 ACGC implementation



* The project leader for the private sector will provide support to the collaborative teams from private schools and representatives from private school associations.

Proposed Meeting Schedule for 2018-2019

Date	Meeting	Participants
October 3 (Québec City) October 10 (Montréal)	In-person training	SB resource team representatives
November 21, 9:00 to 11:30 a.m. November 21, 1:30 to 4:00 p.m.	1st meeting of the community of practice (CoP)	Non-teaching professionals (volunteers)
December 5-6, 1:30 to 3:30 p.m. December 12-13, 1:30 to 3:30 p.m.	1st meeting: CoP	Administrators (volunteers)
January 30, 1:30 to 3:30 p.m.	1st VIA meeting: Sharing best practices	ALL*
March 19, 9:00 to 11:30 a.m. March 19, 1:30 to 4:00 p.m.	2nd meeting: CoP	Non-teaching professionals (volunteers)
April 3-4, 1:30 to 3:30 p.m. April 10-11, 1:30 to 3:30 p.m.	2nd meeting: CoP	Administrators (volunteers)
May 15, 1:30 to 3:30 p.m.	2nd VIA meeting (status report and next steps)	ALL*

* SB resource teams, representatives from private school associations and collaborative teams from private schools

Agenda

1) Welcome and opening remarks

2) Information

- 2018-2019 implementation
- Brief review of 2017-2018 survey results
- Revised framework for ACGC implementation
- Links with the Commitment to Success Plan

3) Three topics

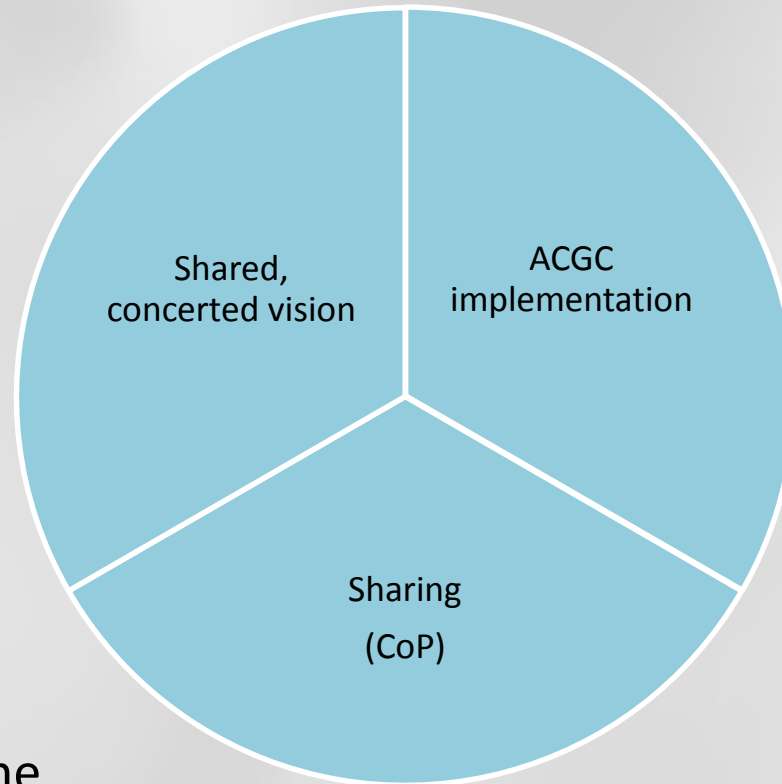
- Resources for introducing ACGC to all Secondary Cycle One students
- ACGC and students with handicaps, social maladjustments or learning difficulties
- The advisory role of non-teaching professionals in ACGC implementation

4) Discussion and collaborative work

5) Conclusion

- Two forms to fill out
- Closing remarks

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 Secondary Cycle One students.

Three Topics

- 1) Resources for introducing ACGC to all Secondary Cycle One students
- 2) ACGC and students with handicaps, social maladjustments or learning difficulties
- 3) The advisory role of non-teaching professionals in ACGC implementation

2018-2019 Implementation

Implementation of the six ACGC items in
Elementary Cycle Three

Introduction of ACGC in Secondary Cycle One

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 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	Québec school system
Fields of interest	Preparation for academic choices in Secondary Cycle Two
Academic success	Academic preferences in relation to the job market

* These are **examples** only. Conditions and procedures are to be determined by each school.

Summary of 2017-2018 Survey

and


ACGC Implementation Framework

Survey on ACGC Implementation in Elementary Cycle Three 2017-2018

50 school boards completed the survey


2017-2018 Survey

1. What support did the educational services administrator provide for school administrators and members of the resource team? Check off all that apply.

 Dissemination of information to school administrators	94%
Communication of information to the team of guidance professionals or education consultants	86%
Follow-up with school administrators concerning ACGC implementation in Elementary Cycle Three	82%


2017-2018 Survey

2. What support did the members of the resource team provide for the school collaborative teams? Check off all that apply.

 Training/information meeting on compulsory ACGC in Elementary Cycle Three	82%
Presentation of turnkey activities	74%
Development or enhancement of activities	70%


2017-2018 Survey

3. What organizational or support model have you implemented in your school board? Check off all that apply.

 Centralized support by non-teaching professionals (education consultants, guidance professionals)	70%
Decentralized organizational or support model	34%
Implementation model tied to the transition from elementary to secondary school	24%

2017-2018 Survey


4. What best practices would you like to use again next year in implementing ACGC in Elementary Cycle Three? Check off all that apply.



Support for the collaborative teams from the SB resource team	70%
Turnkey activities on VIBE	66%
Enhancement of existing activities	64%

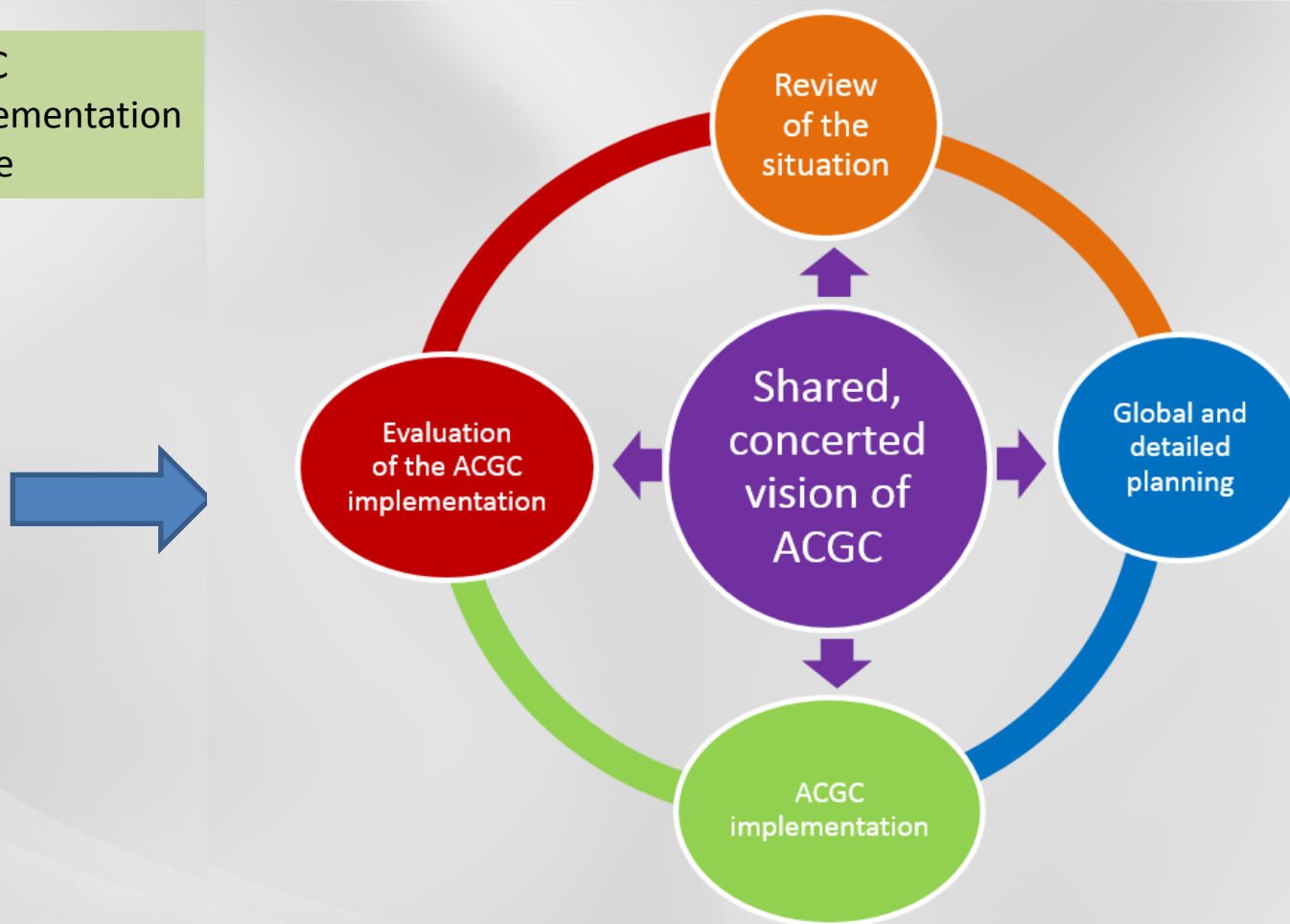
2017-2018 Survey

5. What challenges did you encounter in implementing the ACGC? Check off all that apply.

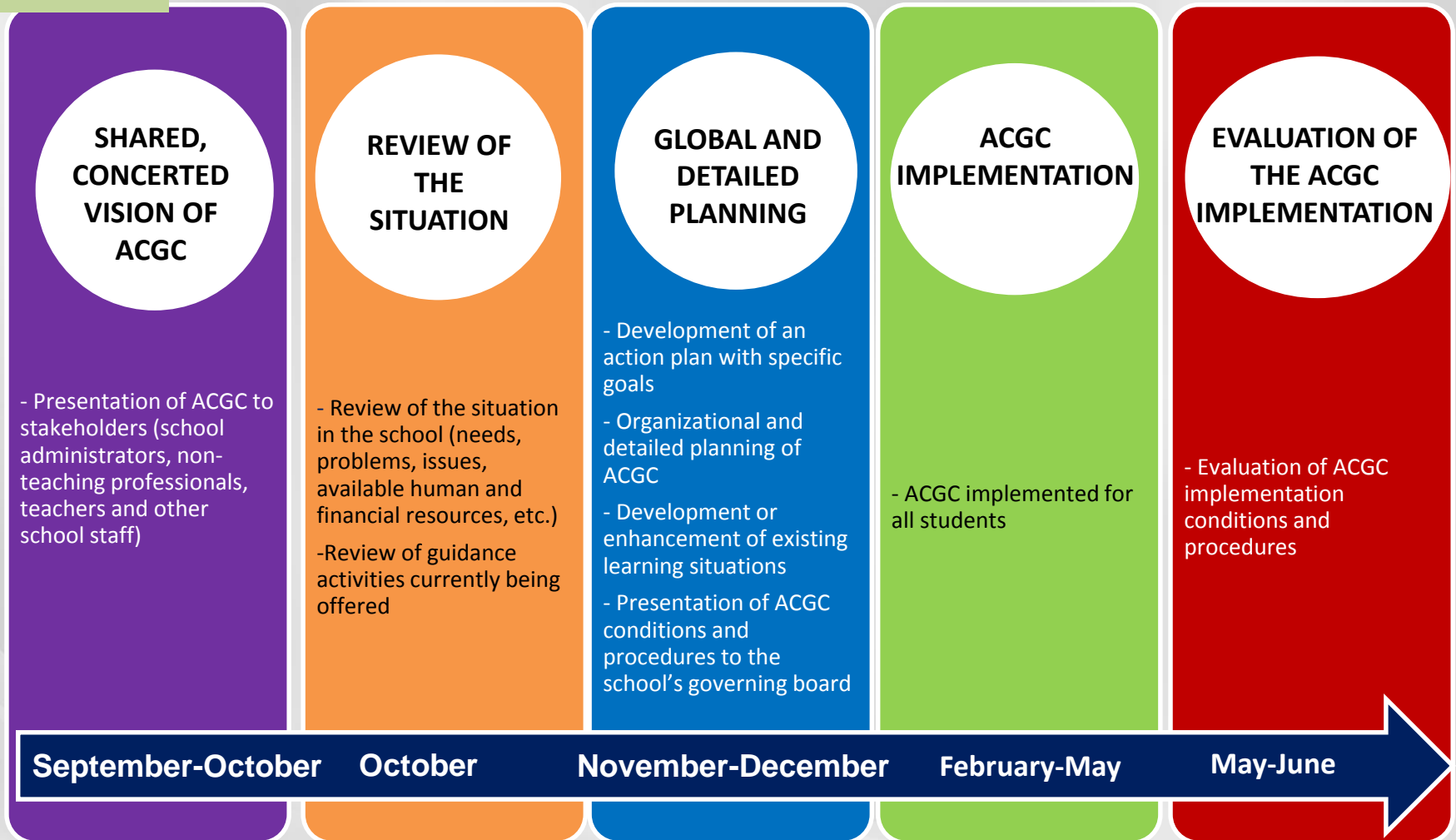
 Time to collaborate in activity planning, development or enhancement	62%
Engagement of stakeholders (teachers, non-teaching professionals, school administrators)	50%
Follow-up with school administrators concerning ACGC implementation	40%
Integration of ACGC into the subject-specific content	40%

Revised ACGC Implementation Framework*²⁰

ACGC
Implementation
Guide



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



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

Links

ACGC and the *Policy on Educational Success*

Topic 1

Resources for Introducing ACGC to All Secondary Cycle One Students

- VIBE and video clips
- Implementation guide
- Testimonials: 2 classroom examples

VIBE: A Platform for ACGC

Éducation
et Enseignement
supérieur
Québec

Accueil Foire aux questions Nous joindre Vidéos Zone sécurisée English

Accueil

CONTENU EN ORIENTATION SCOLAIRE ET PROFESSIONNELLE (COSP)

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

3^e cycle du primaire 1^{er} cycle du secondaire

Nouveaux documents ajoutés sur VIBE

8 avril 2019 : Dépôt de matériel clé en main

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

Video Clips on VIBE

➔ New: “Introduction aux COSP”*

Sequence	Time
Mise en contexte : situer les COSP obligatoires	0:02:44 to 0:18:07
Déploiement des COSP obligatoires	0:18:11 to 0:33:32
Accompagnement du MEES auprès du réseau scolaire	0:33:36 to 0:47:32
Cadre de référence pour le déploiement des COSP obligatoires	0:47:36 to 0:53:19
Outils destinés aux professionnels	0:53:25 to 1:13:39
Outils destinés aux gestionnaires	01:13:43 to 1:18:21
Partage de pratiques organisationnelles	01:18:25 to 1:22:53

* Available in French only

Implementation Guide for Resource Teams

Three main sections:

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

Implementation Guide

Section II) Framework and tools for education professionals

Tools include:

- ACGC Analysis Grid (eight criteria) – for learning situations based on infusion as a best practice
- Pedagogical intentions

Pedagogical Intentions of ACGC*

SECTION II) Framework and tools for education professionals

Pedagogical Intentions Related to ACGC for Secondary Cycle One

Context

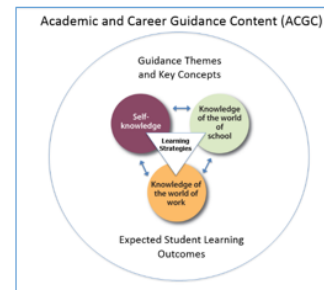
The learning content for academic and career guidance was selected based on:

- a literature review
- a consultation of school system partners and stakeholders
- an in-class pilot project that ran for three consecutive years

This learning will be referred to as *content*, in accordance with the term used in the *Education Act*. Section 461 of the Act allows the Minister to prescribe content in the broad areas of learning (BALs).

The academic and career guidance content (ACGC):

- is organized into three areas of knowledge:
 - self-knowledge
 - knowledge of the world of school
 - knowledge of the world of work
- is interconnected through strategies that promote student learning
- is intended, in 2018-2019, for all students in Elementary Cycle Three and Secondary Cycle One
- requires about 10 hours per year (about 3 hours per ACGC item)
- every year, conveys to students the importance of thinking about their choices for the future
- is entrusted to school staff; the conditions and procedures for integrating ACGC into the educational services provided to students are developed in collaboration with teachers and are submitted to the governing board by the school principal for approval (*Education Act*, ss. 85 and 89)
- fosters equality in the services offered from one school to another



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

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- One of the most useful documents according to non-teaching professionals (MEES survey, 2017 VIA report)
- New information
- Complementary information in the appendix

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

New Section Added:

From elementary to secondary school

ACADEMIC AND CAREER GUIDANCE CONTENT FOR SECONDARY CYCLE ONE

AREA 1: SELF-KNOWLEDGE (personal self)

SENSE OF SELF-EFFICACY (SSE):

Select examples where his/her attitudes, behaviours or perceptions contribute to maintaining a sense of personal competency

In sum, students learn:

- that their perception surrounding their student duties generates beliefs
- that their beliefs translate into a sense of self-efficacy at school
- that the sense of self-efficacy has an impact on their educational and career paths
- that they have the power to influence their feeling of competence at school
- to recognize examples of what helps them maintain their feeling of competence at school

From elementary to secondary school

At school, young people are called on to exercise what certain authors call *student duties*. This social role attributed to the student was addressed in an ACGC item for elementary school under the theme STUDENT DUTIES AND WORK METHODS. Students in Elementary Cycle Three were given the opportunity to compare the work methods and duties of students with those observed in the world of work, to make parallels and to draw conclusions.

In the pursuit of self-knowledge, Secondary Cycle One students will consider their attitudes, behaviours and perceptions within their role as learners, the impact these have on their beliefs and how these influence their sense of self-efficacy.

Intention of this ACGC item

In continuation of the ACGC covered in elementary school, the ACGC for Secondary Cycle One provides secondary students with opportunities to develop a deeper understanding of one aspect of the *personal self*.⁴ First, students learn about SSE. They discover that to maintain a feeling of

New Section Added: Connections with the other ACGC

members of certain families. For instance, when a mother or father is an electrician, teacher or entrepreneur, it is not unusual for their children to follow in the same footsteps.

Connections with the other ACGC

The interests students cultivate are influenced by their **feeling of competence**. In fact, the SSE intermediates between capabilities and interests (Lent 2008). If students believe they have the necessary skills to complete a task (strong SSE), they will be more likely to invest themselves, develop a more lasting interest and seek to repeat similar experiences (see the *Dynamics of the SSE* on page 41). In other words: “As adolescents develop interest in an activity, they are likely to develop goals for sustaining or increasing their involvement in it. Further activity involvement leads to subsequent mastery or failure experiences which, in turn, help to revise self-efficacy, outcome expectations, and, ultimately, **interests** within an ongoing feedback loop” (Brown and Lent, in Pajares and Urdan, eds. 2006, 206).

Planning Synthesis

Existing subject-specific learning situation (LS)
incorporating an ACGC item

By Martine Montminy, Regional Resource

“Wind-Powered Car”*

Secondary Cycle One, Year One

LS developed by the CS des Découvreurs and the CS de la Côte-du-Sud, adapted by the CS de Portneuf

* Translation of the applicable slides is based on the *L'Éolocar* learning situation.

ACGC: Academic preferences in relation to the job market:
Select occupations that match his/her academic preferences

Subject-specific content: Science and Technology C1 (Seeks answers or solutions to scientific or technological problems)

“Infusion of ACGC Into the Wind-Powered Car Project”

“In addition to giving students the opportunity to understand a scientific phenomenon by examining a technological situation, this learning situation enables them to identify their academic preferences in a specific context, fuelling their thought process by having them perform various tasks. They will also discover a variety of occupations related to these tasks and to the subject areas studied at school.”

The 3 Phases of the LS (about 4 hours)

Preparation phase

- Present the project and pedagogical intentions.
- Present the ACGC and its ESLO (including the strategy).
- Explain and model the learning strategy.
- Present the student booklet, which incorporates aspects of the subject-specific project and aspects of the ACGC.

Realization (Performance) phase

- Design, develop and test a wind-powered vehicle.
- Develop the scientific thinking behind each step.
- Determine his/her academic preferences based on the various tasks associated with the project.
- Using tables, select occupations related to his/her preferences.

Integration phase

- Encourage the students to think about what they learned about the subject during the project.
- Encourage students to think about what they learned about the ACGC and the strategy used.
- Encourage students to think about the relevance of academic subjects to the practice of various occupations.

Planning Synthesis

ACGC integrated into homeroom period

by Catherine Sullivan, Regional Resource

Academic success: Develop a description of the academic and personal strengths that contribute to his/her academic success
Secondary Cycle One, Year One

LS developed by Léonie Voyer, Guidance Counsellor,
CS de la Jonquière, in collaboration with
homeroom teachers

* Translation of the applicable slides is based on the above learning situation.

Preparation phase (in the classroom)

The homeroom teacher:

- defines the terms and contextualizes the ACGC
- defines “academic success” and “academic and personal strengths”
- explains and models the learning strategy “develop”
- reads each student’s school record

The students read the ACGC booklet.

Realization (Performance) phase (working alone)

Students:

- consult a list of strengths at various times during the first term to determine those they possess (the homeroom teacher and parents do the same)

During homeroom period, students:

- share their strengths
- develop a description in their own words of real-life examples of times they have used or could use these strengths

End of first term:

observation and analysis of report card results during homeroom period

Integration phase (in the classroom and working alone)

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Based on their first term report card results, students:

- consider the connection between their results and their strengths
- realize how they use their strengths and which ones they use or could use to help them maintain or improve their grades

During the second term, students:

- make adjustments or continue to use their strengths to foster academic success
- become aware of what they have learned using this ACGC item

Topic 2

ACGC and Students With Handicaps, Social Maladjustments or Learning Difficulties

Use
Discussion
sheet 1

- Introduction
- Discussion sheet questions
- Presentation by Pascale Castonguay
- Example of a learning situation

October 3 and 10, 2018, Québec City and Montréal

Academic and Career Guidance Content (ACGC) based on the needs of students with handicaps, social maladjustments or learning difficulties

Pascale Castonguay
Direction de l'adaptation scolaire, MEES

Presentation Outline

- Who are “special needs” students (i.e. with handicaps, social maladjustments or learning difficulties)?
- ACGC and special needs students
- Clarifications regarding some specific situations
 - Students headed for the Work-Oriented Training Path
 - Students with an intellectual disability
 - ✓ Educational aim for students with an intellectual disability
 - ✓ ACGC and students with an intellectual disability
 - ACGC and students with a moderate to severe intellectual disability: examples
 - ACGC and students with a profound intellectual disability: examples
- Conclusion
- Question period

Who are “special needs” students?³⁹

Students with handicaps, social maladjustments or learning difficulties have one or more of the following difficulties:

- Moderate, severe or profound intellectual disability
- Autism spectrum disorder (ASD)
- Deafness (hearing impairment)
- Visual impairment
- Language disorder
- Motor or organic impairment
- Psychopathological disorder
- Severe behavioural disorder
- Learning difficulties
- Behavioural difficulties
- Temporary or atypical impairment

ACGC and special needs students

According to section 461 of the *Education Act*, ACGC is the same for all students.

However, certain adaptations can be made for students with handicaps, social maladjustments or learning difficulties (s. 234).

ACGC and special needs students

ACGC items have been selected in accordance with **students' general needs.**

Although special needs students may experience difficulties, their developmental needs are generally **the same** as those of other students in their age group. They, too, are concerned about who they are and what they will be able to accomplish later on in life.

ACGC and special needs students

Under section 234 of the *Education Act*, school boards are required to “**adapt** the educational services provided to a handicapped student or a student with a social maladjustment or a learning difficulty **according to the student’s needs** and in keeping with the student’s abilities as evaluated by the school board according to the procedures prescribed” (and **according to the individualized education plan**, if applicable).

ACGC and special needs students

Generally speaking, special needs students can benefit from learning **ALL** of the ACGC items in a manner adapted to their needs.

To adapt the teaching of ACGC to students' needs, the **school team** (teacher, special education teacher, education consultant, member of the collaborative team, etc.) must draw up a profile of each student's needs and abilities.

Drawing up a profile of the needs and abilities of students with severe difficulties will help determine which ACGC items they should be taught.

ACGC and special needs students

The teaching of ACGC draws on pedagogical flexibility and existing **adaptation** measures.

Modification of outcomes with respect to the requirements of the Québec Education Program (QEP) does not apply to ACGC.

The **cycle in which the student is enrolled** determines the ACGC items to be learned.

ACGC and special needs students

According to section 1 of the *Education Act*, “every person is entitled to the preschool education services and elementary and secondary school instructional services provided for . . . [until] the last day of the school calendar in the school year in which he attains 18 years of age, or **21 years of age** in the case of a **handicapped person within the meaning of the Act** to secure handicapped persons in the exercise of their rights.”

Some students might benefit from the **teaching of ACGC items** until the age of 21 rather than 16 years of age, for example students with:

- an ASD
- an intellectual disability
- a hearing impairment
- a visual impairment

CLARIFICATIONS REGARDING SOME SPECIFIC SITUATIONS

STUDENTS HEADED FOR THE WORK-ORIENTED TRAINING PATH

SUGGESTIONS FOR CERTAIN SECONDARY CYCLE ONE ACGC ITEMS: Examples requiring no adjustments

SENSE OF SELF-EFFICACY (SSE): Select examples where his/her attitudes, behaviours or perceptions contribute to maintaining a sense of personal competency.

FIELDS OF INTEREST: Develop a portrait of what does or does not interest him/her inside or outside school.

SUGGESTIONS FOR CERTAIN SECONDARY CYCLE ONE

ACGC ITEMS: Examples requiring adjustments

QUÉBEC SCHOOL SYSTEM: Compare the differences and similarities between the different paths to qualification in the education system.

Possible adjustment:

Compare the differences and similarities between the different paths to qualification in the education system: Pework Training, Training for a Semiskilled Trade and Diploma of Vocational Studies.

PREPARATION FOR ACADEMIC CHOICES IN SECONDARY CYCLE TWO: Anticipate choices for Secondary Cycle Two based on his/her interests and academic aptitudes.

Possible adjustment:

Anticipate choices for practicums in Secondary Cycle Two based on his/her fields of interest and academic aptitudes.

ACADEMIC PREFERENCES IN RELATION TO THE JOB MARKET: Select occupations that match his/her academic preferences.

Possible adjustment:

Select occupations that match his/her academic preferences or interests.

STUDENTS WITH AN INTELLECTUAL DISABILITY

Intellectual Disabilities

- **Mild intellectual disability**
 - At-risk students and students with social maladjustments or learning difficulties
 - QEP or Work-Oriented Training Path (Secondary Cycle Two, as of 15 years of age)
- **Moderate to severe intellectual disability**
 - QEP
 - CASP Education Program (6-15 years of age)
 - Challenges (16-21 years of age)
- **Profound intellectual disability**
 - Education Program for Students With a Profound Intellectual Impairment (4-21 years of age)

Educational goals for students with an intellectual disability

- **Social participation**
- **Self-determination**

Social participation: definition

Social participation is a process by which a person joins a group within which he/she takes part both in making decisions and in taking action on subjects of concern to him/her.

Social participation involves interaction between the person and the community.

Social participation: the ultimate goal

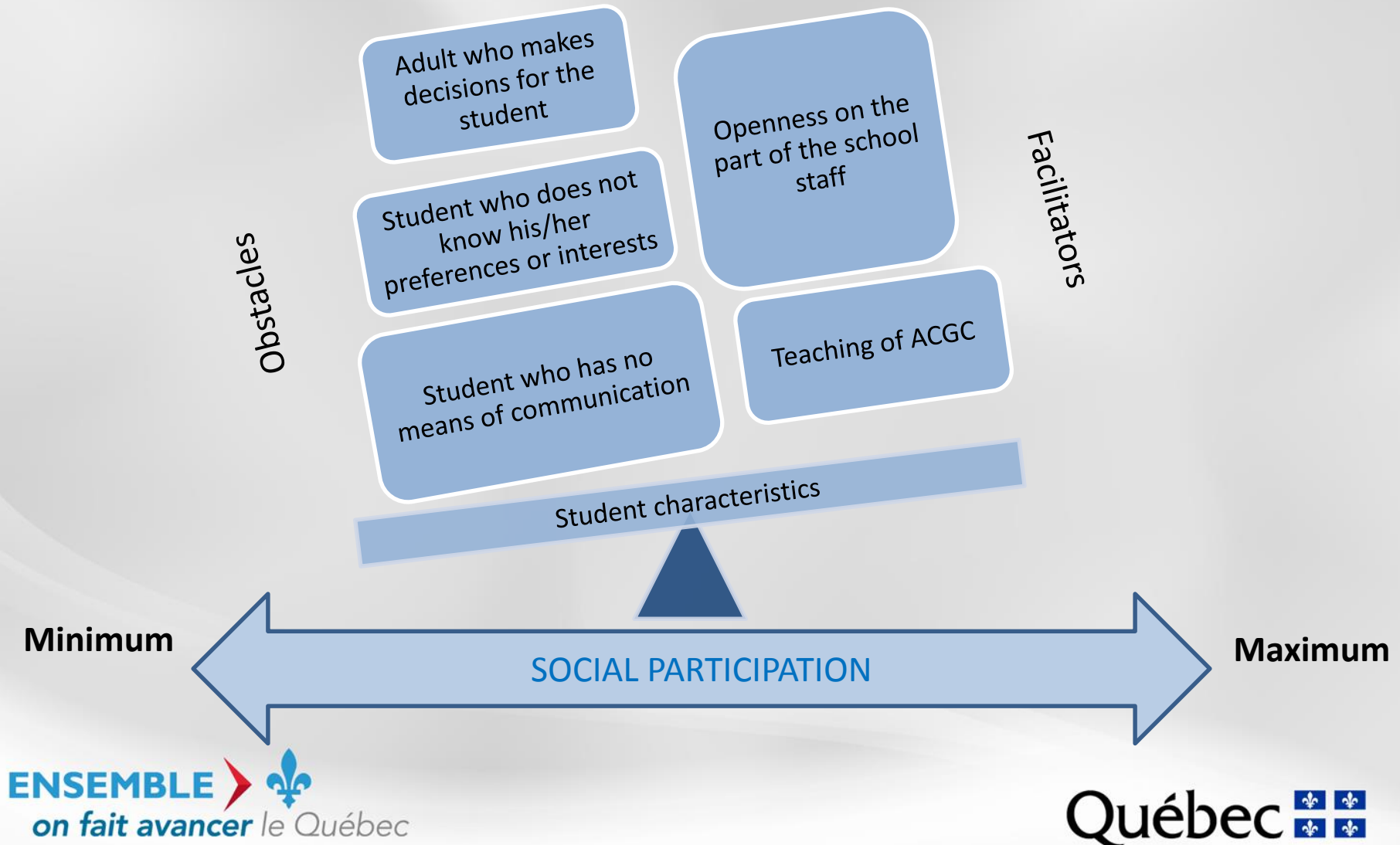
“Students with moderate to severe intellectual disabilities will be able to participate in community life to the best of their ability.”

• CASP Education Program, p. 7

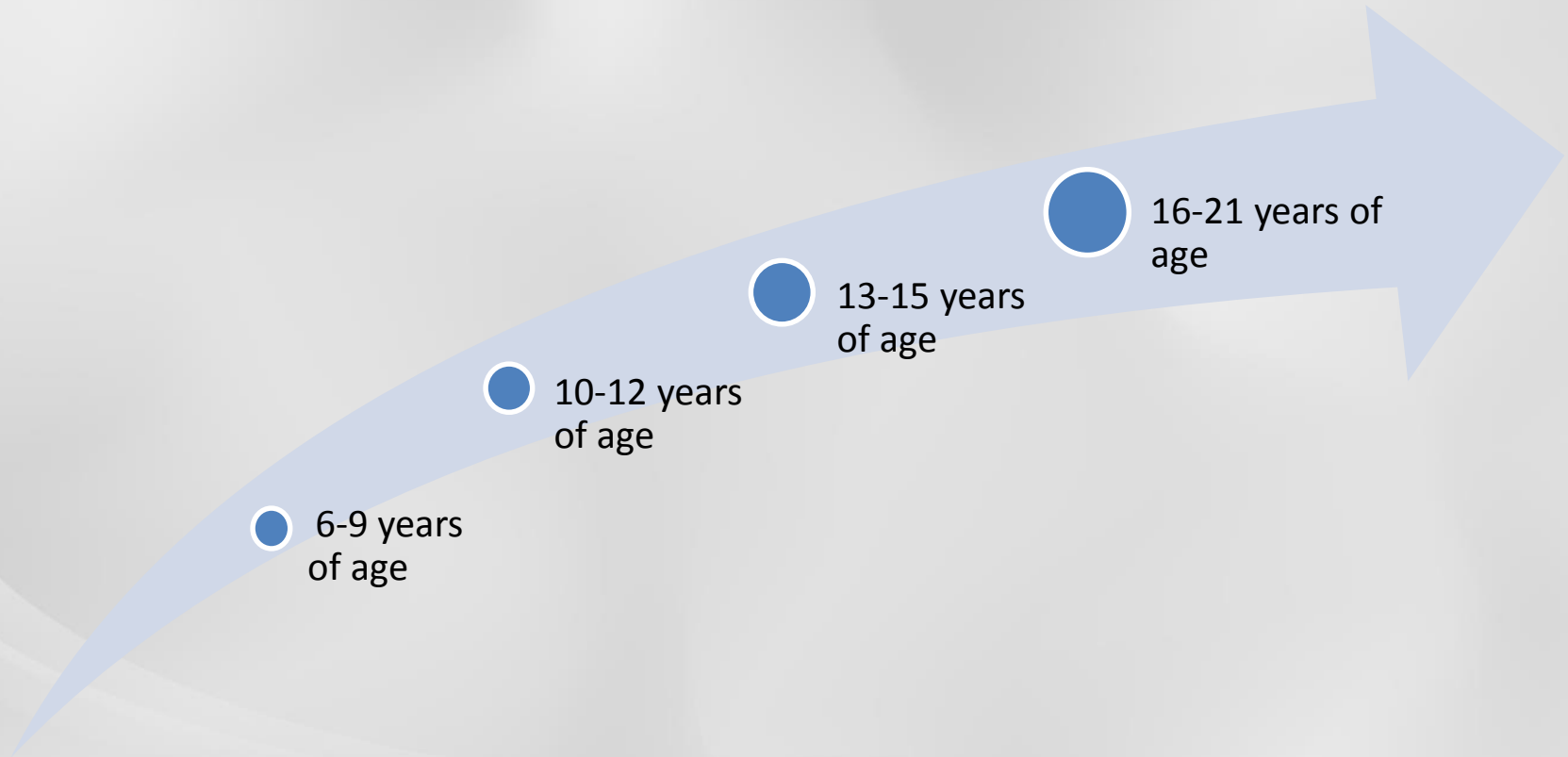
How?

- By **performing everyday activities and playing a social role that enhances their self-worth and is valued** in a given sociocultural context
- By doing essentially the same things that children their age without a disability do, insofar as possible, using adapted resources and various strategies

From minimum participation to maximum participation



Growing social participation



Self-determination

Self-determination is a person's ability to make choices for himself/herself by himself/herself, independently of any external agents.

The manifestations of self-determination include:

- making choices
- making decisions
- solving problems
- setting and achieving goals
- observing, evaluating and valuing oneself
- knowing oneself

ACGC and students with an intellectual disability

Students exempted from the application of the subject-time allocation (Basic School Regulation, s. 23.2) **are not exempt from content related to the broad areas of learning**, even if they are in a program other than the QEP.

As a result, **all** students, including students with an intellectual disability, must acquire the ACGC.

ACGC and students with an intellectual disability

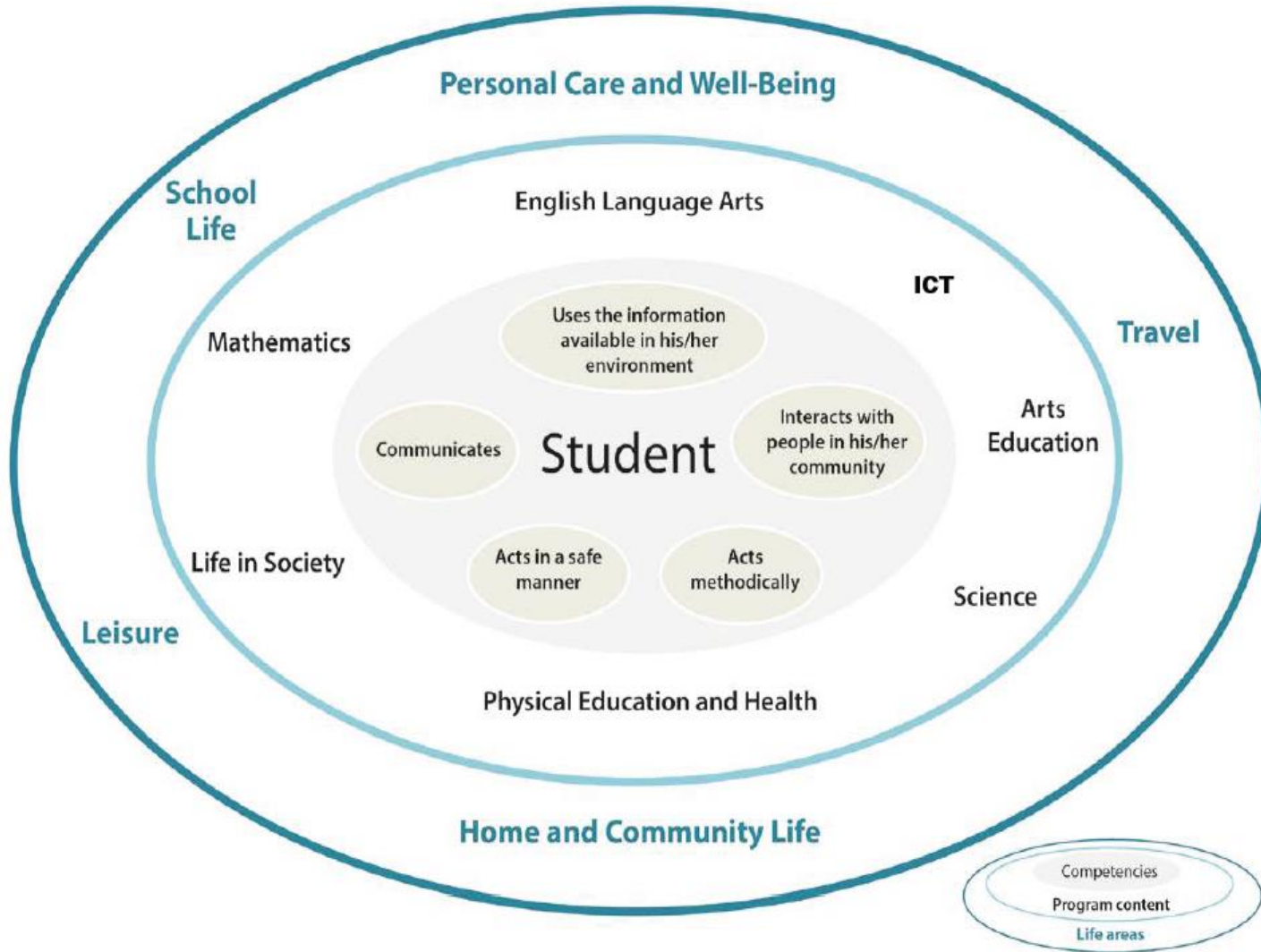
Section 234 of the *Education Act* applies.

Therefore, it is important for the school team (teacher, special education teacher, education consultant, member of the collaborative or resource team, etc.) to **collectively determine each student's needs and abilities** with respect to the various ACGC items in order to be able to meet the student's needs by adapting the **teaching approach** or the **ACGC item** itself.

ACGC and students with a moderate to severe intellectual disability: examples

10 to 15 years of age: *CASP Education Program*

Many connections to be made with the **life areas, competencies and learning elements**



ACGC and students with a moderate to severe intellectual disability: examples requiring no adjustments

Elementary Cycle Three

OCCUPATIONS OF PEOPLE IN HIS/HER COMMUNITY: Develop a description of the occupations of people in his/her community.

Secondary Cycle One

FIELDS OF INTEREST: Develop a portrait of what does or does not interest him/her inside or outside school.

ACGC and students with a moderate to severe intellectual disability: examples requiring adjustments ⁶³

Secondary Cycle One

QUÉBEC SCHOOL SYSTEM: Compare the differences and similarities between the *different paths to qualification in the education system*.

Possible adjustment:

Compare the differences and similarities between practicums within and outside the school.

Secondary Cycle One

PREPARATION FOR ACADEMIC CHOICES IN SECONDARY CYCLE TWO: Anticipate choices for Secondary Cycle Two based on his/her interests and academic aptitudes.

Possible adjustment:

Think about his/her practicum choices based on his/her interests and strengths.

ACGC and students with a profound intellectual disability

Certain content items are selected based on the **school team's** evaluation of the student's needs.

Elementary Cycle Three

CHARACTERISTICS OF SECONDARY SCHOOL: Compare the main differences and similarities between elementary school and secondary school.

Examples:

- Visit a secondary school
- Compare elementary and secondary school using photos
- Give feedback (teacher)

CONCLUSION

- **ALL** students must be taught ACGC based on their needs.
- **Teaching of ACGC should be developed and planned by the school team** (teacher, special education teacher, member of the collaborative or resource team, etc.), since each member has specific expertise.
- The cycle in which the student is enrolled determines the ACGC to be covered.
- The teaching of ACGC draws on pedagogical flexibility and existing adaptation measures.

LEARNING SITUATION

for students headed for the Work-Oriented
Training Path the following year

“Discovering Semiskilled Trades”

CS DES AFFLUENTS

* Based on the learning situation “À la découverte des métiers semi-spécialisés!”

Discovering Semiskilled Trades*

(Developed at CS des Affluents in 2016, before ACGC implementation)

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- **Students aged 14-15** in **Secondary Cycle One** headed for the Work-Oriented Training Path (WOTP) next year
- **Students' needs:** To learn more about themselves and the WOTP, during which they will be required to choose a practicum
- **Target subject: Français, écrire des textes variés (C2) and communiquer oralement (C3)** (write a variety of texts and communicate orally)
- **Exploratory approach:**
 - Exploration of their interests and aptitudes, and of semiskilled trades
 - **Preliminary** choice of three semiskilled trades
 - Oral presentation on a semiskilled trade in class
- **Duration:** The learning situation, which is made up of a series of activities, is spread out over a **period of 2-3 months**, between March and May, and requires approximately 15 hours (**4 targeted ACGC items**).
- **Collaboration:** education consultant specializing in the guidance-oriented approach, guidance counsellor and three volunteer teachers

Discovering Semiskilled Trades*

Duration: activities are spread out over a period of 2-3 months

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THE LEARNING SITUATION TARGETS FOUR ACGC ITEMS:

- 1. QUÉBEC SCHOOL SYSTEM:** Compare the differences and similarities between the different paths to qualification in the education system.
- 2. FIELDS OF INTEREST:** Develop a portrait of what does or does not interest him/her inside or outside school.
- 3. ACADEMIC PREFERENCES IN RELATION TO THE JOB MARKET:** Select occupations that match his/her academic preferences.
- 4. PREPARATION FOR ACADEMIC CHOICES IN SECONDARY CYCLE TWO:** Anticipate choices for Secondary Cycle Two based on his/her fields of interest and academic aptitudes.

* Source: CS des Affluents, 2016. Modified by the DSECIMD, MEES, September 2018.

Discovering Semiskilled Trades*

Duration: activities are spread out over a period of 2-3 months

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ACTIVITY	TARGETED ACGC ITEM
Presentation of the pathway options (in collaboration with the guidance counsellor, if possible)	Students compare the differences and similarities between the Training for a Semiskilled Trade (TST) and Prework Training (PWT) programs (ACGC: QUÉBEC SCHOOL SYSTEM).
Exploration of students' interests and aptitudes	Students develop examples of what does or does not interest them inside and outside school. Then, they complete their profile by answering a questionnaire on their interests and aptitudes (ACGC: FIELDS OF INTEREST).

* Source: CS des Affluents, 2016. Modified by the DSECIMD, MEES, September 2018.

Discovering Semiskilled Trades*

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Duration: activities are spread out over a period of 2-3 months

ACTIVITY	TARGETED ACGC ITEM
Exploration of trades in the various sectors of activity (<i>Directory of Semiskilled Trades</i>)	Based on predefined criteria (e.g. sectors of activity, interests, aptitudes), select semiskilled trades that match their preferences (ACGC: ACADEMIC PREFERENCES IN RELATION TO THE JOB MARKET).
Preliminary choice of three semiskilled trades	Students anticipate three practicum choices for their future enrollment in the TST or PWT program (ACGC: PREPARATION FOR ACADEMIC CHOICES IN SECONDARY CYCLE TWO).

* Source: CS des Affluents, 2016. Modified by the DSECIMD, MEES, September 2018.

Nom de l'élève : _____ **MON PROFIL PERSONNEL** _____

Niveau : _____ École : _____

Programme ciblé : FMS

J'anticipe trois choix provisoires de stages pour me préparer au programme FMS:



Mes intérêts

1^{re}: _____
 2^{re}: _____
 3^{re}: _____

Mes aptitudes

1^{re}: _____
 2^{re}: _____
 3^{re}: _____

MON PROFIL PERSONNEL

Les secteurs d'activité qui m'intéressent

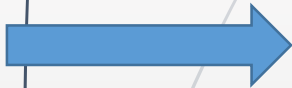
1^{re}: _____
 2^{re}: _____

Mes trois choix provisoires de stage*

1^{re}: _____
 2^{re}: _____
 3^{re}: _____

*Ces choix sont provisoires. Les élèves devront valider leur choix lors de leur entrée à la Formation des métiers semi-spécialisés (FMS).

Example of how to record student learning in TST*



* A personal profile is also available for students headed for the PWT program.

THANK YOU FOR YOUR TIME!

Do you have any questions?

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 Diane Uwihirwe, 13^e étage

1035, rue De La Chevrotière

Québec (Québec)

G1R 5A5

Topic 3

The Advisory Role of Non-Teaching Professionals in ACGC Implementation

Purpose of this Presentation

- To meet the needs of the education community:
 - Participants in the survey conducted on May 16, 2018, (VIA) selected the advisory role of non-teaching professionals for more in-depth consideration in 2018-2019.
- To share the experiences of three non-teaching professionals who have played or who are now playing an advisory role in their practice.
- To discuss the concept of the advisory role.

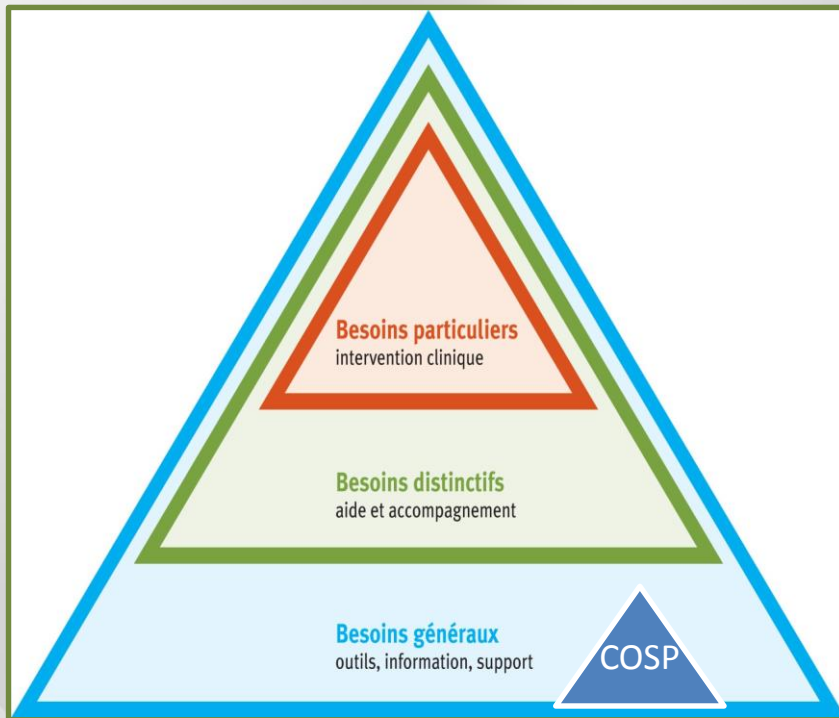
Background

- Based on their field of expertise, non-teaching professionals in school boards and schools play an advisory role with students, parents, teachers, school administrators and other stakeholders.
- Guidance professionals were invited to play an advisory role in the guidance-oriented approach to learning (GOAL).
- The ability to play an advisory role is part of the competency profile of guidance counsellors (OCCOQ).

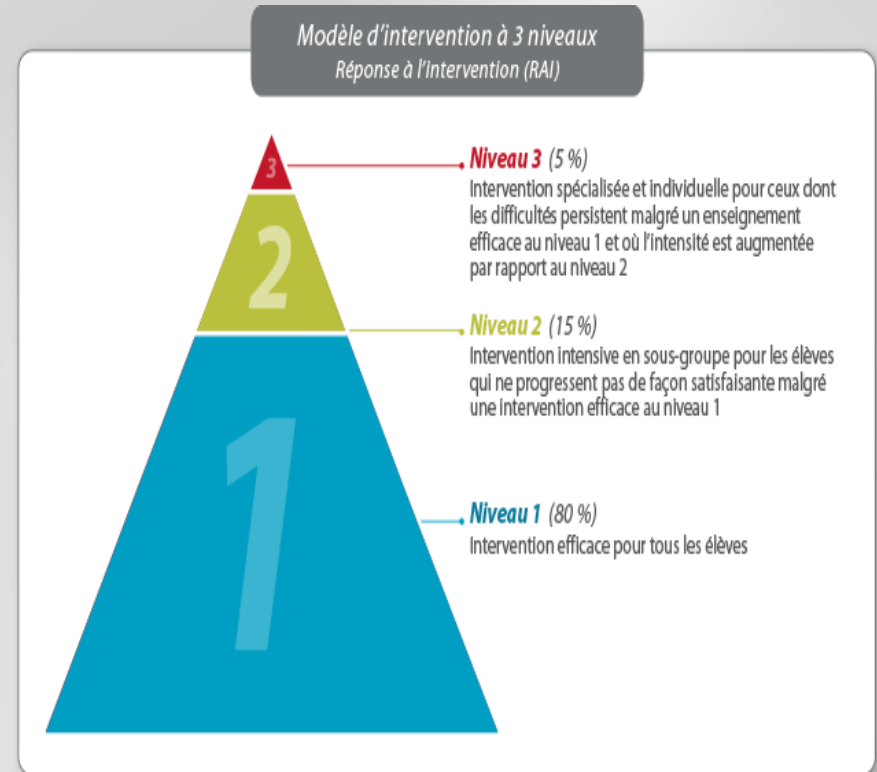
- The following is an excerpt from *Making Dreams Come True: Achieving Success Through the Guidance-Oriented Approach* (MEQ 2002, 17), illustrating the role of guidance professionals within their field of expertise:

“The proper implementation and application of a guidance-oriented approach in a school requires, first, the **expertise of information and counselling professionals** and, then, **measures to decompartmentalize the practices of these professionals and teachers**. This means that the professionals can no longer carry out their activities only in their offices; teachers have to be able to call upon their knowledge and expertise to provide students with learning activities that will contribute to their identity development and work-related references that will help them perceive the usefulness of their subject-specific learnings and the connection of these learnings to the world of work.”

Intervention and the Advisory Role



Source: Ordre des conseillers et des conseillères d'orientation (OCCOQ). "Modèle des besoins en orientation."



Source: <http://edu1014.telug.ca/mes-actions/modele-rai/>

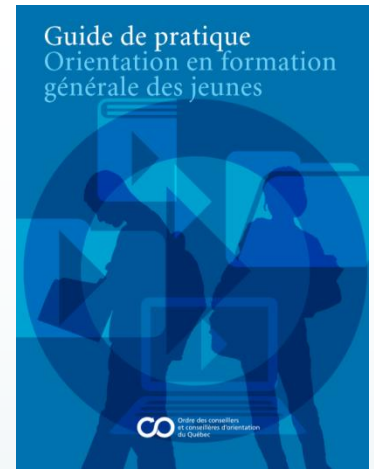
Personal Account of the Advisory Role in ACGC Implementation

Annie-Isabelle Paquette

Guidance Counsellor

Introduction

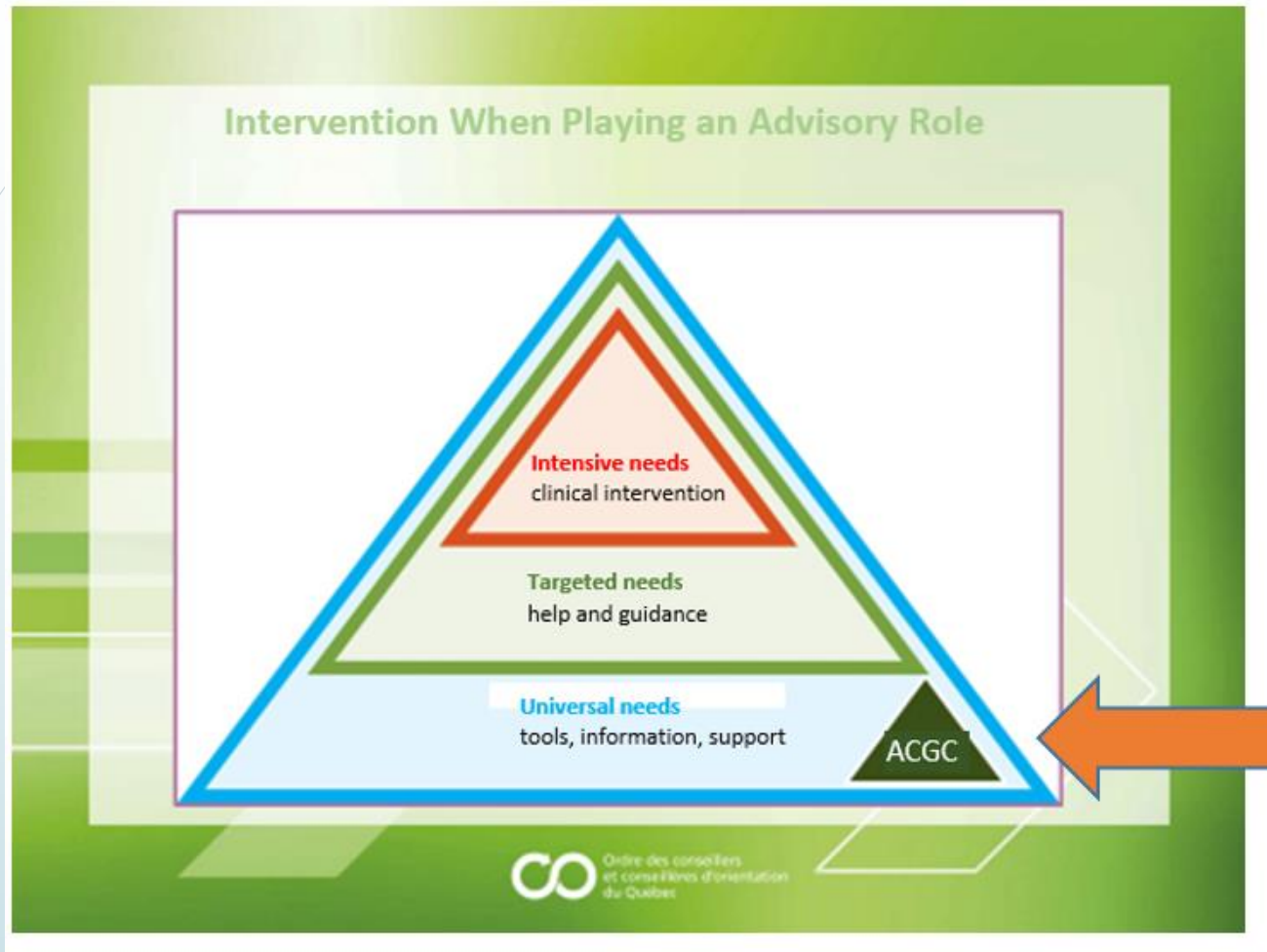
- ▶ Guidance counsellor for CS des Laurentides
- ▶ Secondary school with 850 students (regular, WOTP, regional classes for special needs students)
- ▶ Secondary school with 100 Cycle One students:
1 day every 2 weeks
- ▶ 3 sectors: SOUTH-**CENTRE**-NORTH
- ▶ **CENTRE**: 5 elementary schools
- ▶ 3 guidance counsellors
- ▶ Immediate supervisor: director of educational services at school board and school principal (joint management)



Source: OCCOQ, 2013

Role and Mandate

- ▶ Organizational model
 - ▶ ACGC committee, CS des Laurentides
 - ▶ Guidance counsellors' action plan in connection with the Commitment to Success Plan, CS des Laurentides
 - ▶ Universal, targeted and intensive needs based on the service deployment model at the CS des Laurentides
 - ▶ Coordinate the sector team in the integration of compulsory ACGC in elementary school and its implementation in secondary school
 - ▶ Plan and facilitate activities related to compulsory ACGC in collaboration with secondary school teachers and non-teaching professionals (e.g. spiritual community animators)
 - ▶ Work with the Secondary Cycle One ACGC team



Source: Ordre des conseillers et des conseillères d'orientation (OCCOQ). "Modèle des besoins en orientation."

Playing an Advisory Role

- ▶ First: Determine where you stand personally and professionally
 - ▶ **Believe in ACGC**
 - ▶ Do something different (change your practices)
 - ▶ Review your priorities (tasks)
 - ▶ Share your expertise
 - ▶ Engage other stakeholders
 - ▶ ***Don't do it for them*



➤ Then: The situation at Polyvalente des Monts

- **Meet with the principal and vice-principal**
- Meet with Cycle One teachers*
- Find volunteer teachers*
- Start with what is already being done, and make sure the activity meets ACGC needs
- Share and explain ACGC items
- *Modelling, guided practice, independent practice*

* In this school, volunteer teachers introduce students and non-teaching professionals to ACGC. However, school boards and schools may choose to involve other members of the school team in ACGC implementation.

- Lastly
 - **Work with the school team (non-teaching professionals, teachers, school principal)**
 - Advise
 - Support
 - Collaborate
 - **Work with volunteer teachers***
 - Release time
 - Pedagogical days
 - Committee (allotted time)
 - **School board training in August 2017 (3 sectors)**
 - **Requests (support measures) go through the school board**
 - **Visit and meetings with the elementary school principals in 2018-2019**

* In this school, volunteer teachers introduce students and non-teaching professionals to ACGC. However, school boards and schools may choose to involve other members of the school team in ACGC implementation.



Conclusion

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ACGC: a tool for guidance professionals each and every day

It may not change the world, but . . .

Example of the Advisory Role of a Non-Teaching Professional

Tamara Pierre-Louis, Guidance-Oriented Approach to Learning

Duties	Role and mandate
CS Pointe-de-l'Île	<ul style="list-style-type: none"> • Support volunteer teachers* (5 elementary schools and 1 secondary school) • Implement CoP: spheres of identity development
École l'Horizon, CS des Affluents	<ul style="list-style-type: none"> • Support volunteer teachers* (CoP – spheres of identity development) • Reorganize the guidance department (based on the OCCOQ's guidance needs model)
All elementary and secondary schools, CS des Affluents	<ul style="list-style-type: none"> • Support secondary school collaborative teams (vice-principal, guidance professional and teacher responsible for the guidance-oriented approach) • Support elementary and secondary school teachers* (CoP – spheres of identity development and special needs students) • Support the people responsible for the guidance-oriented approach to learning and the person responsible for the team of guidance professionals at the school board

*These volunteer teachers have participated in activities related to the guidance-oriented approach. However, school boards and schools may choose to involve other members of the school team.

Example of the Advisory Role of a Non-Teaching Professional

Joanne Provost, CS de la Pointe-de-l'Île,
Guidance-Oriented Approach to Learning (GOAL)

- Role and mandate:
 - Advise the school team in the implementation of GOAL (identity development).
 - Advise administrators and teachers with respect to GOAL in 7 elementary schools and 1 secondary school.
 - Support teachers in integrating GOAL into their practices. Implement GOAL in all schools and determine the procedures with the school administrators.

Best Practices and Examples

- Start with what teachers* are already doing.
- Don't do it for them. Play an advisory role and clarify this role with the school administrators, teachers and other staff members.
- Work in a team (cycle, level, etc.).
- Plan meetings with teachers, the vice-principal and other staff members (by procuring release time or during free periods, pedagogical days, etc.).
- Plan actions (learning situations, activities, etc.) with teachers.*
Create a team and take advantage of each person's expertise.
- Schedule times to provide support for teachers and students in the classroom.
- Share responsibilities.
- Incorporate actions and learning situations into the school's success plan in order to ensure continuity from one year to the next.

* Volunteer teachers chosen by the school team

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

Appropriate Attitudes

(A few suggestions taken from documents by Louise Charrette, organizational guidance counsellor:

Rôle-conseil: cerner le véritable besoin du client (2012) and

Les habiletés politiques en rôle-conseil: accompagner sans prétention (2013)

- ❖ Remember that advisors don't make the decisions
- ❖ Be tactful, have vision
- ❖ Build alliances
- ❖ Overcome resistance
- ❖ Elicit cooperation
- ❖ Know how to set personal limits
- ❖ Make room for opportunities that may present themselves
- ❖ Give others the time to let things sink in

Conclusion

- What are your take-aways from the presentations (personal accounts) of the advisory role?
- How do you see the advisory role of the guidance professional in terms of ACGC?
- Can you envisage possible transfers to your own practice?

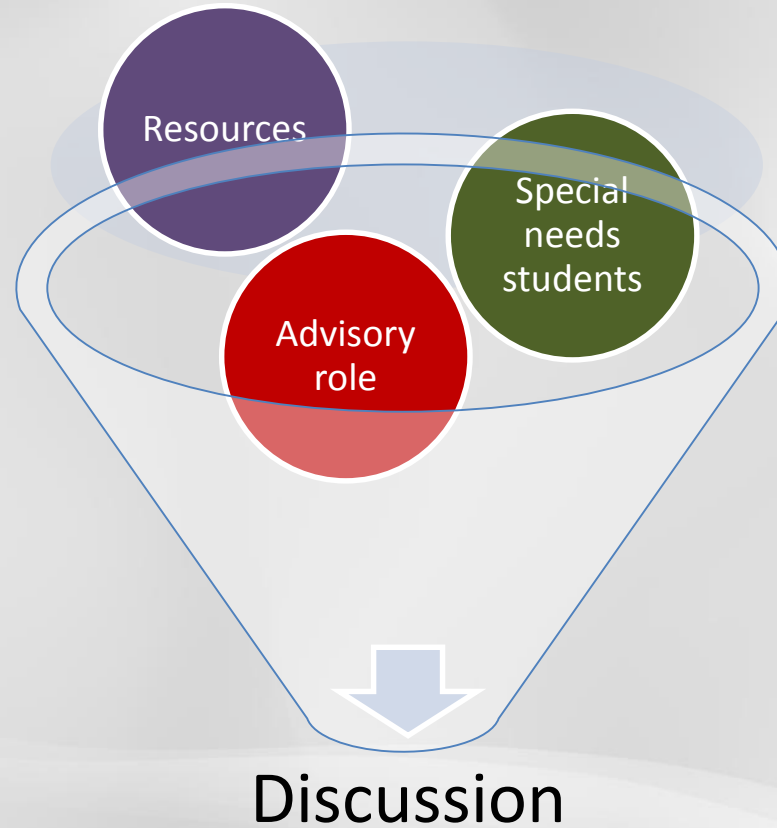
Next Step: Discussion and Collaborative Work

Aims

- Non-teaching professionals
 - ❖ Gain a better understanding of ACGC in order to build a shared, concerted vision
 - ❖ Share best practices
- Administrators
 - ❖ Discuss organizational practices concerning the implementation of ACGC in Secondary Cycle One
 - ❖ Share best practices

Sharing Best Practices: Three Topics

Use
Discussion
sheet 2



Plenary Session

Before leaving

- **Two forms to hand in:**
 - Registration for CoP (volunteers)
 - Evaluation of today's session
- **Next CoP meetings for participants:**
 - ❖ **November 21** (AM or PM): non-teaching professionals
 - ❖ **December 5, 6, 12 and 13**, 1:30 p.m.: educational services administrators
- **1st VIA for all: **January 30, 2019**, 1:30 to 3:30 p.m.**
- **Conclusion and closing remarks**