

Webinar

August 23, 2017

Academic and Career Guidance Content (ACGC)

Direction de l'adaptation scolaire
et des services éducatifs complémentaires

2017-2018

FACILITATORS

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Agenda

1. Background information on ACGC
2. 2017-2018 Implementation
3. 2017-2018 Support
4. Schedule
5. Question period

Yvon Doyle

Director general
Services de soutien aux élèves
(DGSSE)

Background information on ACGC

- Desire to enrich academic and career guidance
- Field testing over three years
 - 2014-2016 = 22 schools
 - 2016-2017 = 238 schools
 - Shared responsibility (collaborative team)
- *Education Act (EA):**
 - **Section 461:** *“The Minister may, in the broad areas of learning established by the Minister, prescribe activities or content to be integrated into the educational services provided to students”*
 - **Section 85:** *“The governing board is responsible for approving the overall approach proposed by the principal for the enrichment or adaptation by the teachers of the objectives and suggested content of the programs of studies established by the Minister”*

* For any questions pertaining to interpretation, please consult the secretary general of the school board.

Field testing 2016-2017

- Participants:
 - 62 French school boards
 - 8 English school boards
 - 28 private schools
- Breakdown for the 238 schools:
 - 53%: field testing conducted in Elementary Cycle Three
 - 26%: field testing conducted in Secondary Cycle One
 - 14%: field testing conducted in Secondary Cycle Two
 - 7%: field testing conducted at all the levels

2017-2018 Implementation

- Communications review
 - Press release (Minister), April 27, 2017
 - Letter from the Deputy Minister, May 29, 2017
 - Letter from the Deputy Minister, August 15, 2017
- Compulsory content for Elementary Cycle Three

“[Some] compulsory content must be taught to Elementary 5 and 6 students in all elementary schools in 2017-2018; the full range of compulsory content (six items) will be completed in 2018-2019. The gradual implementation (over a two-year period) of instruction in the six items of compulsory content will give all the schools involved a chance to be fully prepared.”

LEARNING RELATED TO ACADEMIC AND CAREER GUIDANCE CONTENT (ACGC) FOR ELEMENTARY CYCLE THREE		
AREAS	ACGC and expected student learning outcomes	
Self-knowledge: Three aspects	Personal	<p>INTERESTS AND APTITUDES: Describe himself/herself in terms of interests and aptitudes.</p>
	Social	<p>SOCIAL INFLUENCES: Select examples where his/her attitudes, behaviour or values are influenced by others, and examples where he/she influences others.</p>
	Educational	<p>HIS/HER ROLE AND RESPONSIBILITIES AS A STUDENT AND WORK METHODS: Compare the work methods and roles and responsibilities of a student with those observed in the world of work.</p> <p>STRENGTHS IN THE PROCESS OF TRANSITION: Select various personal characteristics that will be useful in preparing for the transition from elementary school to secondary school (e.g. organizational skills, resourcefulness, social skills, an interest in sports or group activities).</p>
Knowledge of the world of school	<p>CHARACTERISTICS OF SECONDARY SCHOOL: Note the main differences and similarities between elementary school and secondary school.</p>	
Knowledge of the world of work	<p>OCCUPATIONS OF PEOPLE HE/SHE KNOWS: Describe the occupations of his/her family and friends.</p>	

August 2017

Gradual implementation of ACGC

Learning content in Academic and Career Guidance				
Cycle	2017-2018	2018-2019	2019-2020	2020-2021
Elementary Three	Gradual implementation of compulsory ACGC determined by the Minister*			
Secondary One		Gradual implementation of compulsory ACGC determined by the Minister*		
Secondary Two			Gradual implementation of compulsory ACGC determined by the Minister*	

* In 2017-2018, every elementary school must teach some compulsory content to its Elementary 5 and 6 students. In 2018-2019, all elementary schools must offer the six items of compulsory content to all Elementary Cycle Three students.

Examples

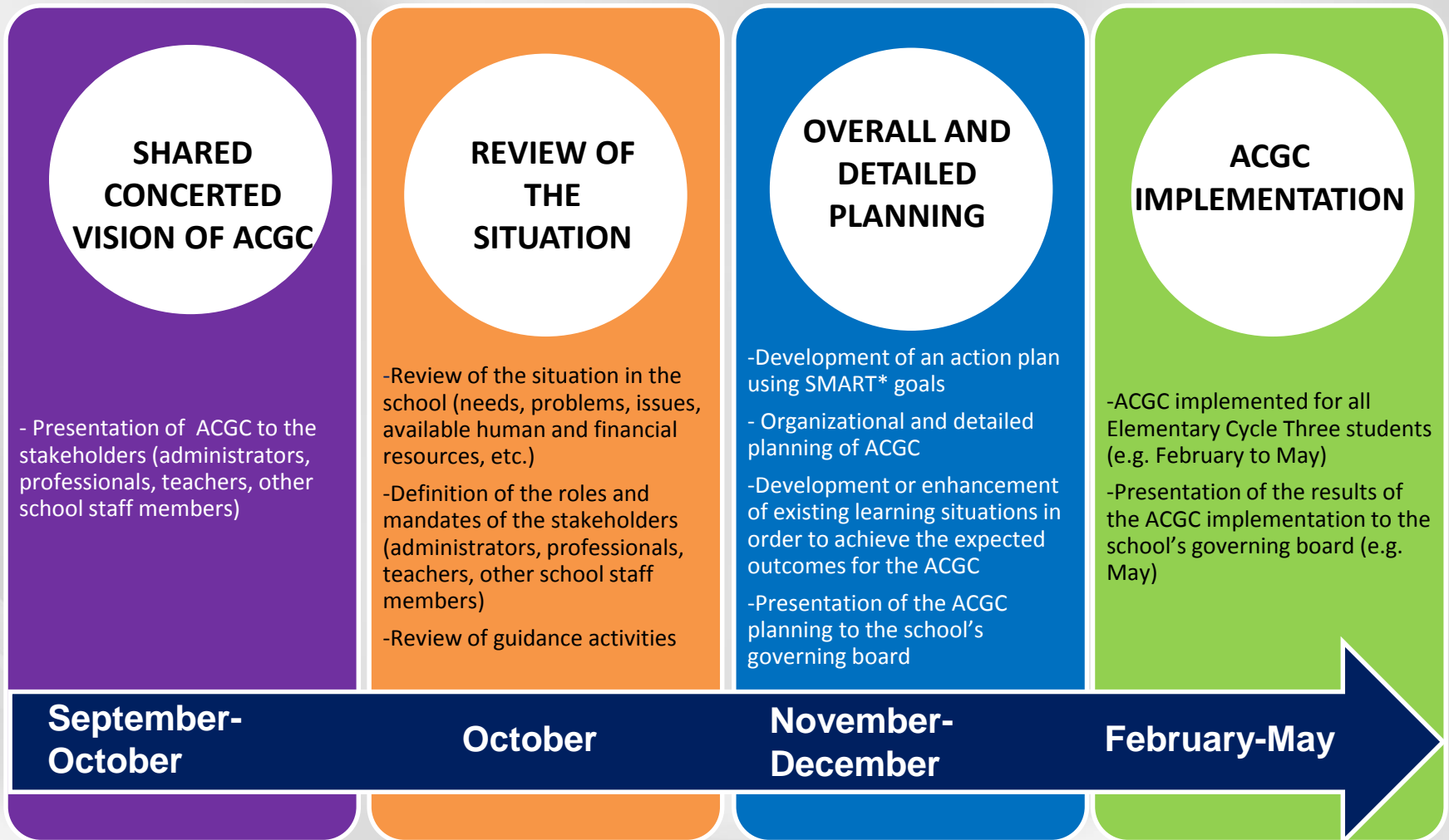
2017-2018

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

2018-2019

Elementary 5	Elementary 6
Interests and aptitudes	Characteristics of secondary school
Social influences	His/her role and responsibilities as a student and work methods
Occupations of people he/she knows	Strengths in the process of transition

Suggested ACGC implementation framework



2017-2018 Support

Support mechanisms

Produced: May 10, 2017, at 2 p.m.

Average duration: 4 minutes, 28 seconds

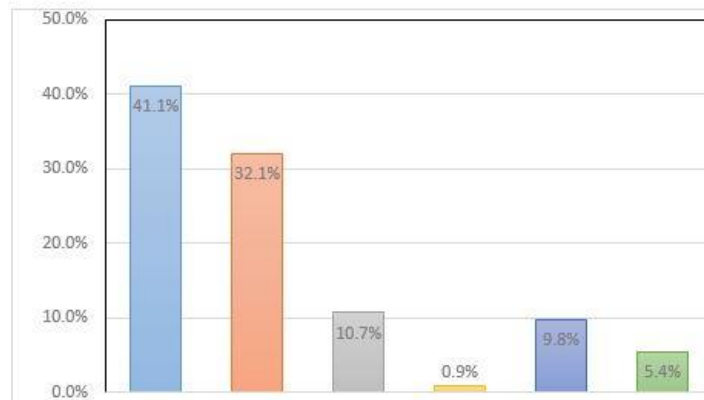
Questions (12)

Participants (112)

Results for each question

Question 1: The face-to-face meeting last fall (October 5 and 13, 2016) is a winning formula for meeting my expectations.

1	++	41.1% (46 participants)
2	+	32.1% (36 participants)
3	-	10.7% (12 participants)
4	--	0.9% (1 participant)
N/A		9.8% (11 participants)
Did not answer		5.4% (6 participants)



73.2% of the participants are of the opinion that face-to-face meetings represent a winning formula for meeting their expectations.

Needs and interests

Expressed needs

Development of ready-to-use materials

Sharing of best practices (educational and organizational)

Expressed interests

Almost half of the professionals stated that they are interested in participating in meetings to share best practices (educational)

One-third of educational services administrators stated that they are interested in participating in meetings to share best practices (organizational)

MEES support for the school system

2017-2018 school year



* Representatives from all schools boards and associations of private schools

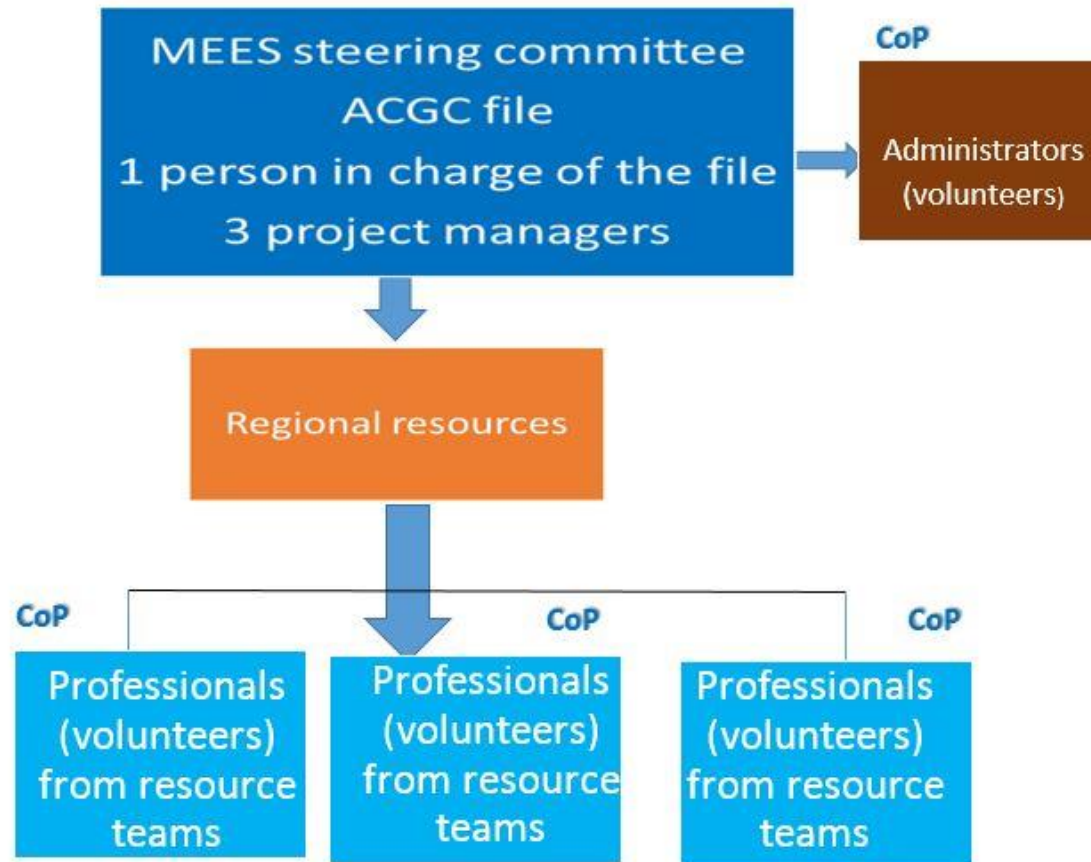
Resources

- **Coordinator and project managers:**
 - Support and follow-up for the implementation of ACGC in the public and private systems
 - Support for regional resources
 - Facilitation of face-to-face and virtual (VIA) meetings
 - Facilitation of communities of practice for school board administrators (volunteers)
- **Regional resources:**
 - Support and follow-up for professionals
 - Support for the sharing of practices and networking
 - Facilitation of communities of practice for school board professionals (volunteers)
 - Support for the creation of ready-to-use materials

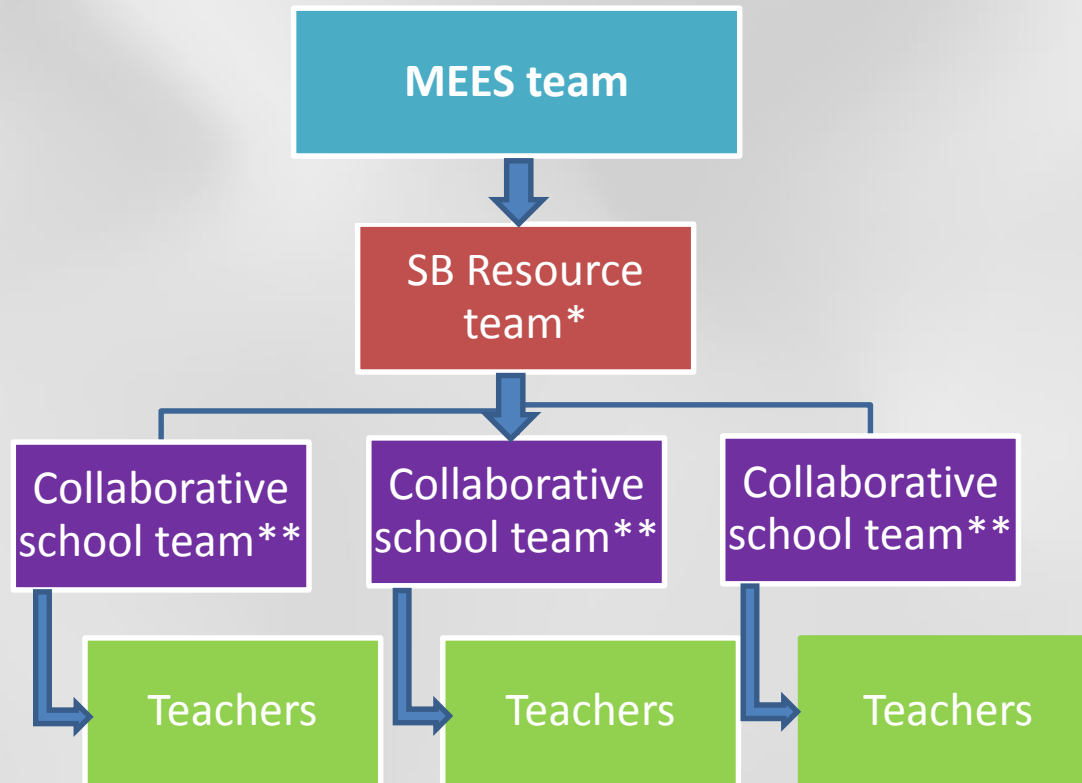
Communities of practice (CoP)

- Main aims:
 - Sharing of expertise
 - Sharing of best practices (e.g. practices, models, ready-to-use materials)
 - Voluntary participation

COMMUNITIES OF PRACTICE (CoP): Support and guidance from the MEES steering committee and regional resources for the administrators (volunteers) and professionals (volunteers)



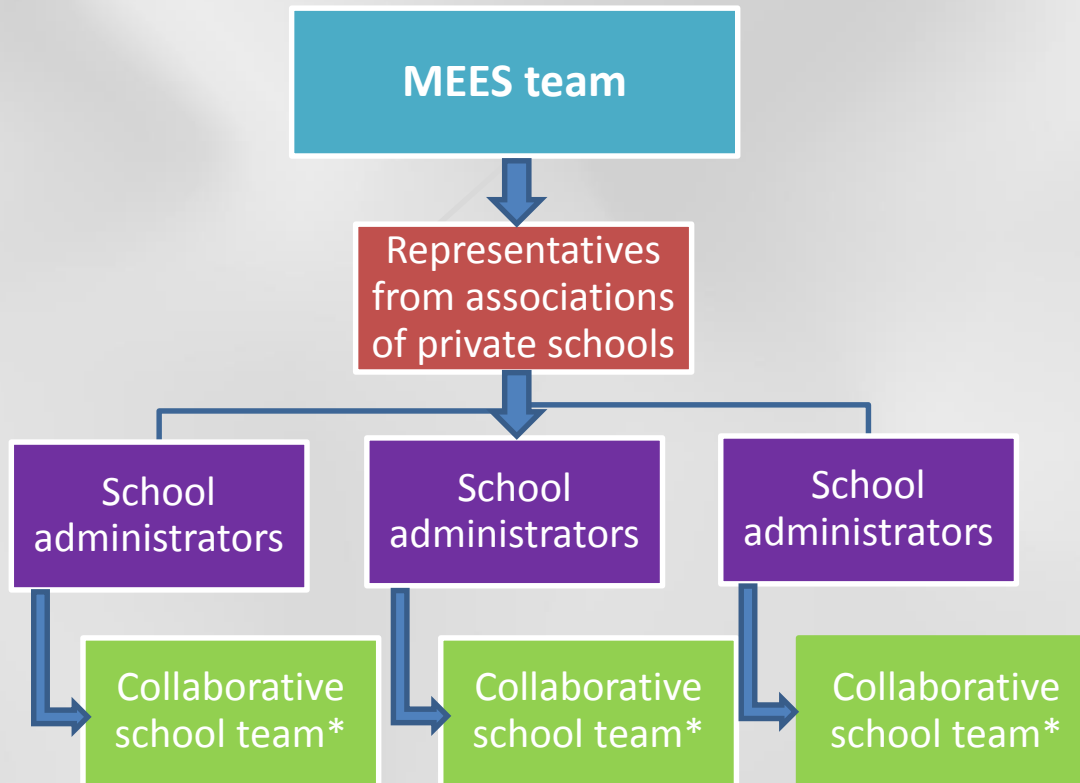
Support structure – School boards



* **SB Resource team:** Educational services administrator and professional(s) or another staff member

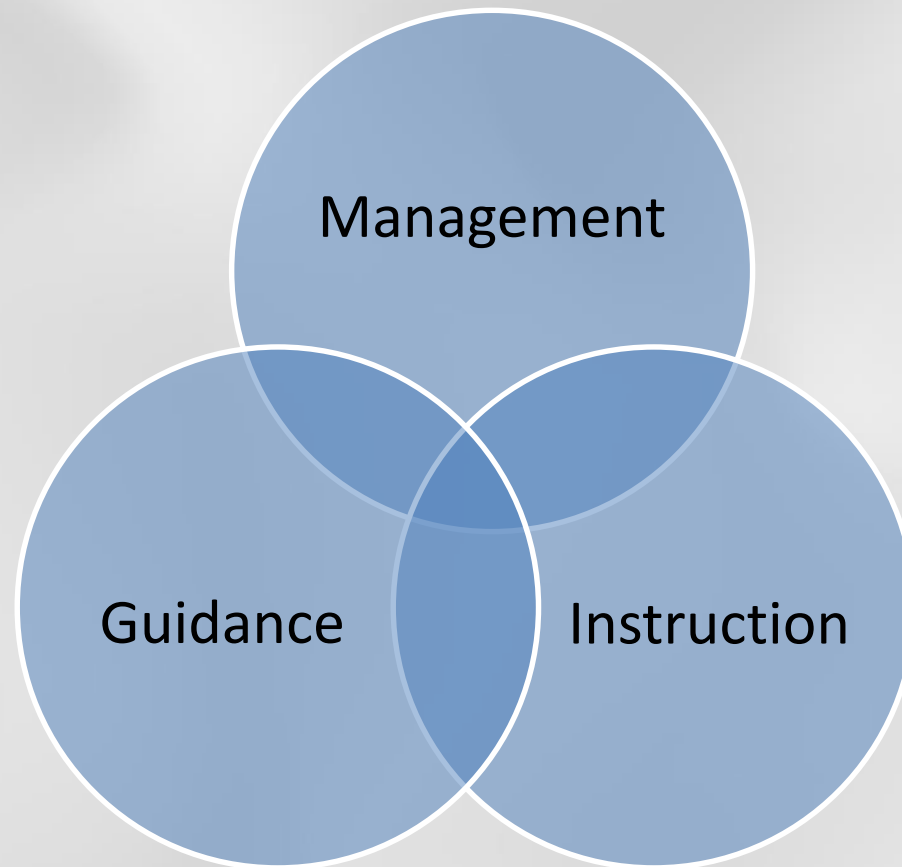
** **Collaborative school team:** Principal or vice-principal and professional(s), teacher, or another member of the school staff

Support structure – Private schools



* **Collaborative school team:** Principal or vice-principal, teacher and professional or another member of the school staff

Resource team (school board) and Collaborative team (school)*



****The above model is only a suggestion, as the players can vary from one school to another.***

The professionals involved could include a guidance professional, an education consultant or another school staff member, depending on the school.

Proposed 2017-2018 meeting schedule

Date	Meeting	Participants
October 2017 Québec = October 19 Montréal = October 26	QC-MTL Face-to-face training	SB Resource teams and representatives of associations of private schools
November 2017	1st meeting of the community of practice	Professionals (volunteers)
December 2017	1st meeting of the community of practice	Administrators (volunteers)
January 2018	1st VIA meeting (sharing best practices)	ALL*
March 2018	2nd meeting of the community of practice	Professionals (volunteers)
April 2018	2nd meeting of the community of practice	Administrators (volunteers)
May 2018	2nd VIA meeting (status report)	ALL*

* The SB Resource teams and the Collaborative teams from private schools

Next steps

- Form the Resource teams (SB).
- Form the Collaborative teams (public and private schools).
- Use the [Excel form](#) (French only) to send the [contact information for the Resource teams \(SB\)](#) to MEES by **Friday, September 1, 2017**.
- Send the Excel form to:
orientationscolaire@education.gouv.qc.ca.

Coming up

- Registration for a face-to-face training session in October:
SB Resource team
 - October 19 Québec City
 - October 26 Montréal
- New VIBE platform
- Contacts with private school associations

Questions? orientationscolaire@education.gouv.qc.ca

Question period

Conclusion of the meeting