

# the GOAL post

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## Making Dreams Come True

## We're all allies in the classroom

**Pedagogical renewal is creating opportunities for new alliances among teachers, guidance counsellors and other professionals—and that can only be good news for students.**

As a guidance counsellor myself, I am well aware of the need to assist teachers in their efforts to bring pedagogical renewal, GOAL and now the new Personal Orientation Project into the classroom. And that was certainly a major preoccupation of some 40 guidance counsellors from various English-speaking school boards who came together in May to rethink how they can become more active members of the school team.

Even given the constraints of high student-counsellor ratios, there was a general willingness to consider new ways of working that will enable counsellors to reach out to both Cycle One and Two high-school students. For instance, meeting with senior students with similar interests in groups (rather than the traditional one-on-one) could free up time in a counsel-

lor's schedule to spend with younger Cycle One students and to support POP teachers.

Counsellors used this session to draw up preliminary action plans for the coming year that include some new or different types of activities aimed at helping teachers and students make links between their in-class studies and the world beyond. Commented **Mirella Fuga**, a guidance counsellor at the Lester B. Pearson School Board's **Beurling Academy**: "It was a great feeling to be supported by peers and to validate my successes, even limited, with GOAL and POP."

Yours in teamwork,

*Sandra Salesas*

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

## This learning is in the bag!

by Patty Arnold, Riverside School Board

**At Good Shepherd School, plastic-bag litter and misplaced gym clothes set the scene for outside-the-class learning and entrepreneurial problem solving.**



**Donnette Cole** and a young Cycle Three entrepreneur proudly display the results of *Baggers Inc.*

Bringing gym clothes to school in plastic grocery bags is a common enough occurrence. But, in the experience of this Saint-Hubert elementary school, it can also lead to messy corridors and a rise in lost-and-found items. When special education technician, **Donnette Cole**, addressed this issue with a group of Cycle Three students, they came up with the environmentally friendly idea of producing personalized cloth gym bags for students.

With a generous donation of material from a parent, **Baggers Inc.** was soon up and running at lunchtime. "We had departments such as marketing and advertising, finance, delivery, manufacturing and quality control," says Donnette. "The students applied and interviewed for job postings and departments held monthly meetings." They even evaluated themselves and their fellow "employees."

In the end, the students sold about 90 gym bags in a school with a total population of 274. The project also earned them first place for Cycle Three at the Montérégie-level of the Quebec Entrepreneurship Contest.

## Curriculum links

- Relates to *Personal & Career Planning* as well as *Environmental Awareness and Consumer Rights & Responsibilities* ( broad areas of learning)
- Develops entrepreneurial skills
- Encourages several cross-curricular competencies, including cooperation, communication, adoption of effective work methods, creativity and problem solving
- Provides outlet for different types of learners

# GOAL anchors the school's threefold mission in real life

by Lori Rabinovitch, English Montreal School Board

**Learning is quicker, suppler, longer lasting and more authentic when it takes place within a context that is personally meaningful. That's where GOAL has much to offer.**

The Quebec Education Program (QEP) is comprised of several components including:

- Three-part mission
- Broad areas of learning
- Programs of study
- Subject-specific competencies
- Cross-curricular competencies
- Learning and evaluation situations

All these elements of pedagogical renewal are intertwined to encourage teachers to create relationships out of discrete bits of information and to form connections between various forms of learning. But how does one do that inside the classroom?

## GOAL as a connecting strategy

The school's three-part mission — **to instruct to socialize** and **to qualify** — takes on a far greater relevance to students when they see how it applies to everyday contexts. For example, students can learn how to socialize and work cooperatively by exploring how the community around their school functions. Who does what? What knowledge and competencies do they need? What kinds of teams exist? How do people in the community resolve interpersonal problems?

A GOAL project might have them learning to practice participatory citizenship in and out of the classroom by observing and questioning people in their milieu and then sharing their findings.

## Supporting the broad areas of learning

GOAL offers teachers a means to pull the pedagogical elements of the reform together and make learning more relevant for their students. **The broad areas of learning** — which touch on issues related to health, careers, the environment, media and citizenship — are a good starting point for creating learning and evaluation situations. From a GOAL perspective, teachers can attach the issues at the core of the broad areas of learning to real-life situations and people by bringing community and social concerns into the school or by taking their students into the community.

## Living (and learning) in balance

The 162 Cycle Three students at **Leonardo Da Vinci School** in Rivière-des-Prairies connected the health and nutrition components of physical education to their own lives when they produced a DVD called "**Living in Balance**." Assisted by their teachers, the students collaboratively researched, scripted and filmed the DVD, which showed them undertaking a range of healthy activities from



physical exercise and meditation to making nutritious snacks. The project also encouraged them to use their research, reading and communication skills, and to develop their technological literacy. The students sold their DVD to families in the school community and won EMSB recognition for their entrepreneurship.

*"Living in Balance" is directly linked to Leonardo Da Vinci School's philosophy of developing well-rounded and active citizens.*

What we are trying to achieve with GOAL is to help students become autonomous, productive and responsible members of society by helping them make links between their learning and their doing.

## Countdown to POP

### Pilot teachers have resources to share

by Cheryl Pratt, English-sector Provincial Coordinator for POP

**This fall, teachers will be introducing the Personal Orientation Project (POP) into many Secondary Cycle Two classrooms across Quebec. Fortunately, they will find that a variety of resources are available.**

Many POP teachers have already attended training sessions given by the POP consultant at their school board. Yet, given the many new facets of this program—the technology component, the MELS website — POP Index, the toolkits, the new competencies, etc.— it is no wonder that teachers are asking if any English language POP resources have been developed. Fortunately, these resources do exist and POP teachers at schools that piloted the course last year are eager and willing to share them.

During the 2006-2007 school year, pilot teachers from **D'Arcy McGee High School** (Western Quebec School Board), **Marymount Academy** (English Montreal School Board), **Pierrefonds Comprehensive High School** (Lester B. Pearson School Board) and **Joliette High School** (Sir Wilfrid Laurier School Board) collaborated to share their ideas, expertise and resources. The WQSB "POP Team" contributed various learning evaluation situations.

## Find POP resources online

To find POP resources for teachers, visit the POP section of the LEARN website at [www.learnquebec.ca/en/content/curriculum/career\\_dev/pop/](http://www.learnquebec.ca/en/content/curriculum/career_dev/pop/)

## Share your POP resources with other teachers!

A new feature called "POP Forum" on the POP section of the LEARN website will be available this fall. Visit it often to discover what's new.

Even though these much appreciated resources may be adapted or even replaced in the future, they are giving teachers new to POP a solid foundation to build on.



**WQSB's "POP team":** Teachers **Marilyn Evans** (left) and **Fran Childs** (far right) worked with GOAL consultant **Kelly Butler** to develop resources for ongoing assessment of student learning that complement MELS' end-of-year assessments.

# These peer helpers also practise fair trade

by Suzanne Dery, Eastern Townships School Board

The “Not-During-Class-Time Café” grew out of nine Massey-Vanier students’ desire to connect with others locally and globally. One of GOAL’s objectives is to help students see how they fit into the larger community.

A concern about equal rights, making a difference and global citizenship got this small group of senior students in Cowansville thinking about how they could help their peers feel more connected to their school and to the rest of the world. When they discussed this with guidance counsellor, **Connie Peacock**, and spiritual and community life animator, **Sandra Neil**, they came up with a plan to revive the school’s defunct Peer Helper program.

## Trained as peer helpers

As the students explain in a description of their initiative, “Peer helpers are students trained to view their environment with a critical eye, identify problems and work with others to develop solutions. We also believe we can make a difference by listening, acting and learning about what makes people feel valued, safe and connected.”



*Sandra Neil (left) and Connie Peacock (far right) with Ashley Willis, one of the students behind the “Not during Class Time Café.”*

## The birth of a café

Further brainstorming led to the creation of a student-run café that now operates at recess and lunchtime. It gives the peer-helper program greater visibility and provides a pleasant, non-threatening venue to meet with other students. Moreover, the small profit it generates can be used to fund additional activities that help students connect.

## Fair trade and the coffee industry

Because they were also concerned about making a difference beyond Massey-Vanier, the nine peer helpers educated themselves about the coffee industry and fair-trade principles. Their café, which is open to all students, uses recyclable cups and utensils and deals only with suppliers engaged in fair-trade practices.

Since many of the students involved in the initiative were graduating in June 2007, they also set about training their replacements for the 2007-2008 school year. Now

they hope their groundbreaking efforts will evolve into a long-term commitment.

*The “Not-During-Class-Time Café” won a “Coup de Coeur” award at the Montérégie level of the Quebec Entrepreneurship Contest.*



**THE LEARNING PARTNERSHIP**

Champions of Public Education Across Canada

presents

**TAKE OUR KIDS TO WORK™**

On **November 7, 2007**, thousands of grade 9 students across the country will spend the day at work with a parent, relative, adult friend or volunteer host. Now in its 13<sup>th</sup> year, *Take our Kids to Work (TOKW)Day* provides young teens with an introduction to the world of work, just

## Plan now for “Take our Kids to Work”

a couple of years before they are eligible to take their first job.

Organized by **The Learning Partnership**, TOKW encourages dialogue with parents and other adults about career options. It also reinforces the importance of staying in school to acquire the skills and competencies needed to compete in today’s workforce.

The experience also provides opportunities for deeper conversations in schools regarding the links and pathways between academic aspirations and work.

Guidebooks for students, teachers and employers are available in hard copy or online.



## The 2007 GOAL symposium is coming!

*Infusing career education into the curriculum to make learning more relevant. . . that’s the GOAL!*

*Answering the “how?” for teachers and the “why?” for students*

**Friday, September 28, 2007**

**8:30 a.m. – 3:30 p.m.**

**Hotel Hilton Montréal Aéroport**

More than 20 workshops and roundtables ...

- How to teach POP?
- Learning through Giving
- GOAL for adult learners
- Community Learning Centres and GOAL
- Learning through laptops
- And much more

*Let your GOAL Networking Committee rep know if you would like to attend.*

## To sign up your school...

Contact **Jacynthe Dallaire**, the Learning Partnership’s Quebec program manager, at (514) 278-8789 ([jdallaire@thelearningpartnership.ca](mailto:jdallaire@thelearningpartnership.ca)) or register online at [www.thelearningpartnership.ca](http://www.thelearningpartnership.ca)

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## Watch for "Prelude"

by Suzanne Dery and Sandra Salesas

**This new group learning game has great potential as a lead-up to GOAL-related career exploration activities and the Personal Orientation Project.**

In a series of four modules, "Prelude" encourages students to work first individually, and then as a group, to identify their personalities, leadership styles, interests and aptitudes. As the game progresses, they express their findings visually in ways



"I love how it makes teachers and kids collaborators," says Gail Klinck, of her experience with "Prelude."

that become increasingly complex and involve multiple forms of literacy. The game fosters self-discovery, team building and a strong sense of interdependency. It is complementary to the aims of the Quebec Education Program.

**Gail Klinck**, a language arts teacher at **Massey-Vanier High School** in Cowansville, recently piloted

"Prelude" with all 88 of her Secondary I students. "The kids really had to work on their interpersonal skills," she says. "Certain words cropped up again and again—negotiate, cooperate, compromise, inclusive. Students learned a whole lot about what it really takes to become a cohesive group."

### The results of the Prelude pilots . . .

will be the subject of a roundtable session at the upcoming GOAL symposium on September 28, 2007. Gail Klinck and Andrea Bertalan, along with the game's creator, Howard Esbin, will be participating.

Meanwhile, **Andrea Bertalan**, a work-study animator for the LBPSB Lester B. Pearson School Board, conducted two other pilots with 16+ students at **Lakeside Academy** in Lachine and **Lindsay Place High School** in Pointe Claire. She, too, was very positive about the results. "Telling a student, 'You are looking for your true self and you will make a difference in the world,' gives them the power to believe in themselves ... and enables them to move forward in positive directions."

For more information about "Prelude", visit [www.heliotrope.ca](http://www.heliotrope.ca)

## New e-mentoring service reaches out to 14-30 age group



**Academos**

**This free, bilingual e-mentoring service aims to help young people better understand the rewards and demands of the working world.**

*Academos* e-mentors are active, skilled workers who practice a wide variety of trades or professions. Their objective? Help young people make the right career choice by sharing their own work experience. Exchanges between youth and their e-mentors take the form of e-mails, sent via the *Academos* website ([www.academos.qc.ca](http://www.academos.qc.ca)). All e-mentors have been screened and trained.

Funded by the Quebec government as part of the 2006-2009 Youth Action Strategy, *Academos* is a turnkey project with coaching material specially designed for teachers. It is listed on the POP Index site under Key People.

The service also has a strong GOAL component. Not only does it encourage the development of cross-curricular competencies (technology use,

communication skills), it also fosters career exploration by creating direct links between young people and their community.

Pilot schools in the English sector will be testing the e-mentoring service this fall. For more information about *Academos*, contact **Nathalie Bray** at (514) 332-3006, ext. 6269 or e-mail [nbray@academos.qc.ca](mailto:nbray@academos.qc.ca)

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